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ABSTRACT

This document brings together descriptions of education-to-work transition services for individuals with disabilities, as presented at a 1994 conference. The document begins with a discussion of the National Transition Network, focusing on its historical background and state-level technical assistance. "Transition from School to Adult Life for Students with Disabilities: A Guide for Educators in Nebraska Public Schools" (Barbara Schliesser and others) clarifies work guidelines, presents transition services indicators, and reviews the specification of transition services in Individualized Education Programs. Sharon deFur then describes Virginia's UNITE (Unified Intercommunity & Transition Empowerment) for Youth with Disabilities in a paper titled "A Planning Aid To Integrate Transition into IEPs Using Strategic Questioning." Minnesota's Transition Systems Improvement Initiative is then described in a compilation of materials presented by Stephanie Corby and Sandra Thompson, which include forms for a transition planning folder, a reprint of an article titled "Promoting Post-Secondary Education for High School-Aged Youth with Disabilities: A Model of Empowerment," by Robert J. Miller and others, and a list of resources for transition planning. Susan McAlonan outlines the Colorado Systems Change Transition Project, describing transition planning, parent involvement, curriculum, school/community coordination, and transition outcome indicators. (JDD)

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ED 378 746

Implementation Of Transition Services In State Systems

Colorado
Nebraska
Minnesota
Virginia

Division Of Career Development And Transition Showcase

Achieving Exceptional Outcomes
CEC Annual Conference
April 6-10, 1994
Denver, Colorado

EC 303 643

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AGENDA

I.	Introductions and Overview	Stephanie Corbey
II.	National Transition Network	Barbara Guy
III.	State Transitions Grant Summaries	All
IV.	Transition Implementation Strategies	
A.	IEP/Transition Planning	Sharon DeFur
B.	Assessment	Barbara Schliesser
C.	Student Empowerment	Sandra Thompson
D.	Curriculum and Instruction	Susan McAlonan
E.	Parent/Family Involvement	Sandra Thompson
F.	School/Community Coordination	Susan McAlonan Sharon DeFur
G.	Rehabilitation Counselor	Barbara Schliesser
V.	Questions/Discussion	
VI.	Material/Resources	

OVERVIEW

National Transition Network

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OVERVIEW OF THE NATIONAL TRANSITION NETWORK (NTN)

Historical Background

In 1983, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), identified the transition from school to work as one of the major federal priorities of special education programs across the nation. The decision to develop this federal school-to-work transition initiative was prompted by numerous studies and reports conducted during the early 1980s, which unilaterally found high levels of unemployment, economic instability and dependence, and social isolation among young adults with disabilities. Since 1983, significant research and demonstration activities have ensued for the explicit purpose of improving the transition of youth with disabilities from school to work, postsecondary education, and community living. Throughout the 1980s, school-to-work transition services for youth with disabilities expanded, principally emphasizing: (1) state and local efforts to improve the high school curriculum to address students' development of functional skills for work and community living; (2) opportunities for students to learn in "real-world" contexts, i.e., work sites and other community-based settings; (3) increased student and family participation in the development of transition plans focused on a range of postschool outcomes in the areas of employment, postsecondary education, and community living; and (4) concerted efforts to increase the level and intensity of interagency cooperation among educators, employers, and community-service agencies in addressing the transition needs of secondary students with disabilities.

In 1991, the U.S. Department of Education, OSERS, authorized under Section 626(e) of the Individuals with Disabilities Education Act of 1990 (IDEA), initiated a special grants program making available federal funds to support a series of five-year state systems change projects on transition. By the fall of 1993, a total of 30 states (12 states in 1991, 12 in 1992, and 6 states in 1993) entered into cooperative agreements with OSERS to undertake systems change projects. Specific goals of these systems change grants are to:

- ❑ Increase the availability, access, and quality of transition assistance for youth with disabilities.
- ❑ Improve the ability of professionals, parents, and advocates to work with youth with disabilities in ways that promote the understanding of and the capability to successfully make the transition from student to adult.
- ❑ Improve working relationships among those who are, or should be, involved in the delivery of transition services, in order to identify and achieve consensus on the general nature and specific application of transition services to meet the needs of youth with disabilities.
- ❑ Create an incentive for accessing and using the existing, or developing, expertise and resources of programs, projects, and activities related to transition.

In 1992, OSERS finalized a cooperative agreement with the University of Minnesota to establish the National Transition Network. The Network was established for the purpose of providing technical assistance and evaluation services to states implementing these state-wide systems change projects on transition. More specifically, the role of the National Transition Network is to strengthen the capacity of individual states to effectively improve school-to-work transition policies, programs, and practices, by providing technical assistance and consultation in essential areas of state project implementation. Further, the Network operates to generate and disseminate policy-relevant information for the purpose of improving state and local policy and program structures and achieve higher levels of intergovernmental cooperation to benefit individuals with disabilities and their families as they transition from school to work and community living.

DESCRIPTION OF THE NTN AND ITS TASKS

The Institute on Community Integration at the University of Minnesota serves as the headquarters of the National Transition Network. Drs. David R. Johnson and Robert H. Bruininks are Co-Principal Investigators, with Dr. Johnson serving as the Project Director. Drs. Johnson, Barbara Guy, Associate Project Director, and Teri Wallace are primary liaisons between six Network collaborators, individual state project directors, and OSERS. The six Network collaborators are universities and nationally-based parent and consumer organizations that assist in the Network's technical assistance and evaluation activities. They include:

- ☐ **University of Vermont**, Center for Technical Assistance in Transition and Supported Employment - Dr. Susan Hasazi
- ☐ **University of Illinois, Urbana-Champaign**, Department of Educational Psychology - Dr. Lizanne DeStefano
- ☐ **Colorado State University**, School of Occupational and Educational Studies - Dr. Brian Cobb
- ☐ **University of Arkansas**, Arkansas Research & Training Center in Vocational Rehabilitation - Dr. Kay Schriner
- ☐ **Technical Assistance for Parent Programs of Boston, Massachusetts** - Janet Vohs
- ☐ **PACER Center of Minneapolis, Minnesota** (Parent Advocacy Coalition for Educational Rights) - Marge Goldberg

State-Level Technical Assistance

The National Transition Network establishes with each state grantee an annual technical assistance plan detailing strategies and activities to improve the availability, access, and quality of state-level transition policies, programs, and practices for youth with disabilities. Technical assistance plans are based on each state's assessment of current transition-related policies, administrative practices, interagency approaches, and service delivery strategies. Each state's technical assistance plan identifies relevant audiences to receive technical assistance, their specific needs, conditions for providing the technical assistance, and the resources required.

The network uses a variety of technical assistance strategies, including an annual on-site visit by network staff, teleconferencing, and information dissemination via written correspondence, telephone, and electronic mail. In addition, the network promotes the sharing of information and ideas between states through regional meetings, an annual project directors meeting, and exchange of information. Another important aspect of the network's technical assistance activities is the establishment of collaborative working relationships with OSEP's Regional Resource Centers and other organizations (i.e., RTCs, UAPs, Transition Institute of Illinois, and state and national parent and consumer organizations). Through these collaborative relationships, the Network helps to maximize opportunities for individual states to have ready access to, and use of, the best possible resources and information on transition.

Responsibilities for establishing technical assistance plans with individual state projects is shared among primary collaborators. Listed below are the member universities and key contact persons of the National Transition Network that assume direct responsibility for initiating and planning technical assistance with individual states. The list identifies the states to be served by each university collaborator.

- ☐ **University of Minnesota** (Drs. David R. Johnson and Barbara Guy, Teri Wallace) - *States served:* Arkansas, Colorado, Florida, Hawaii, Iowa, Michigan, Nebraska, New Jersey, North Dakota, Ohio, Oregon, Texas, Washington, and Wisconsin.
- ☐ **University of Vermont** (Dr. Susan Hasazi) - *States served:* Maine, Massachusetts, Minnesota, and New York
- ☐ **University of Illinois, Urbana-Champaign** (Dr. Lizanne DeStefano) - *States served:* Connecticut, Kentucky, New Hampshire, and Vermont.
- ☐ **Colorado State University** (Dr. Brian Cobb) - *States served:* California, Indiana, Kansas, and Utah.
- ☐ **University of Arkansas** (Dr. Kay Schriner) - *States served:* North Carolina, New Mexico, Virginia, and West Virginia.

Evaluation Services

The National Transition Network works cooperatively with each state to evaluate the outcomes and impact of efforts to improve transition policies and programs resulting from the activities of state systems projects. This includes providing assistance to states in the design of meaningful project evaluation methods and procedures, reviewing current procedures for determining state-level transition needs and activities, assisting states in evaluating and documenting the extent to which federal and state laws create disincentives to cooperation and coordination, and helping states to evaluate the impact of the requirement to include a statement of needed transition services in students' Individualized Educational Programs (IEPs). The Network will, based on the nature and comprehensiveness of individual state evaluation activities, compile reports and make recommendations on the manner in which the program under Section 626(e) of the IDEA can be improved.

Related Support Activities

In addition to these technical assistance and evaluation activities, the National Transition Network engages in several related support functions intended to assist states in the successful implementation of their cooperative projects. Related support activities include:

- **Assisting OSERS in analyzing and disseminating relevant information** on changes in federal policies and laws affecting the transition of youth with disabilities from school to work and community living.
- **Conducting an annual project director's meeting** in Washington, DC, for the purpose of promoting communications and effective networking among state project staff.
- **Organizing and conducting an annual working conference** in Washington, DC, to present evaluation results and encourage the exchange of information among policy makers and representatives from key federal agencies and organizations.
- **Widely disseminating information** that federal and state policy makers and professionals, consumers, and families can use in the planning and implementation of strategies to improve transition services.
- **Making available advanced graduate training** in the areas of evaluation and technical assistance. A special emphasis on graduate training is placed on recruitment of minority students and persons with disabilities. Up to three individuals are provided graduate assistantships annually.

❑

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TRANSITION FROM SCHOOL TO ADULT LIFE FOR STUDENTS WITH DISABILITIES

A Guide for Educators in Nebraska Public Schools

TRANSITION FROM SCHOOL TO ADULT LIFE FOR STUDENTS WITH DISABILITIES

A GUIDE FOR EDUCATORS IN NEBRASKA PUBLIC SCHOOLS

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TRANSITION FROM SCHOOL TO ADULT LIFE
A GUIDE FOR NEBRASKA EDUCATORS

This booklet was prepared as a guide for transition services to school districts and other agencies. Its aim is to provide answers to frequently asked questions about the transition process and to clarify work guidelines developed by the Department of Labor. Indicators developed by the Standards Review Committee and forms for the Individualized Education Program (IEP) and sample letters are included in the document. Inservice for individual school districts and Educational Service Units is also available through the Nebraska Department of Education Transition Team.

TRANSITION SERVICES, CONCEPT TO REALITY:

The concept of transition from school to adult life for students with disabilities has been present in federal legislation since the early 1980's. The legislation moved transition from demonstration projects to mandated transition services with the passage of the Individuals With Disabilities Education Act (IDEA) of 1990.

TRANSITION AND THE IEP:

The IEP has been the key to the delivery of services for students with disabilities. With the passage of the IDEA, a transition services component has been added to the IEP. Now, the IEP must specify transition services that the student needs in order to prepare for life after exiting the public school system. The law specifies the necessary transition components of the IEP, and Nebraska's Regulations and Standards for Special Education Programs, Title 92 NAC Chapter 51 will incorporate these federal mandates in future revisions. The following requirements of IDEA are of particular concern to school districts: (1) notification; (2) participation in meetings; (3) content of the IEP; and (4) agency responsibility.

PARENT NOTIFICATION -- If the purpose of an IEP meeting is to plan transition services for a student, the notice must also: (i) indicate this purpose; (ii) indicate that the agency will invite the student; and (iii) identify any other agency that will be invited to send a representative.

PARTICIPATION IN MEETINGS -- In an IEP meeting when transition services will be discussed, participation must include: (i) the student; and (ii) a representative of any other agency that is likely to be responsible for providing or paying for transition services.

> If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered.
>
> If any agency invited to send a representative does not do so, the school district shall take other steps to obtain the participation of adult service agencies in the planning of any transition services.

CONTENT OF THE IEP -- The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of transition services as defined in federal law, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting. "Transition services" means a coordinated set of activities for a student, designed within an outcome oriented process that promotes movement from school to post-school activities, including:

- post-secondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation

The coordinated set of activities must:

1. Be based on the individual student's needs, taking into account the student's preferences and interests; and

2. Include:
    - **(i)** instruction;
    - **(ii)** community experiences;
    - **(iii)** the development of employment and other post-school living objectives; and
    - **(iv)** if appropriate, acquisition of daily living skills and functional vocational evaluation.

Attachments and checklists may be used for planning purposes in the development of transition related goals and objectives. However, transition goals and objectives must be fully integrated into the IEP. Goals and objectives should be based on the present level of performance and should relate to appropriate instruction and adult outcomes vocational and independent living needs.

AGENCY RESPONSIBILITIES -- The IEP should contain statements of each participating agency's responsibilities or linkage (or both) before a student leaves the school setting.

> If a participating agency fails to provide agreed upon transition services contained in the IEP of a student with a disability, the school district shall, as soon as possible, initiate a meeting to identify alternative strategies to meet the transition objectives and to revise the student's IEP, if necessary.

ANSWERS TO FREQUENTLY ASKED QUESTIONS ABOUT TRANSITION SERVICES

1. PLANNING TRANSITION SERVICES

- ***Do all students with disabilities require a statement of transition service needs on their IEPs and at what age do these services begin?***

  Yes, IEPs must include a statement of "transition service needs" for each student with a disability by the age of 16 years or, when appropriate, at 14 or younger. Federal comments related to the Individuals With Disabilities Act strongly suggest that transition services be included for students at 14 or younger. Comments state that the age of 16 may be too late for many students, particularly those at risk for dropping out of school and those with the most severe disabilities. Even for students who stay in school until age 18, many will need more than two years of transition services.

- ***Who is responsible for determining which transition service needs are required to meet the student's needs?***

  The school district of residence is responsible for determining which transition services are required to meet the student's needs. The district must review the student's strengths and weaknesses to determine needed services and include those services on the IEP. As with any other service included on the IEP, the district must be able to show that a need was identified through evaluation (formal and informal), is included on the present level of performance, and that the goals and objectives are agreed on and are being implemented and evaluated.

- ***When transition services are being considered, what types of assessments are appropriate in determining the needs of the student?***

  In addition to the formal tests and informal assessments typically used to determine the needs of students with disabilities, it is necessary to include assessments directly related to transition services. Vocational assessments, assessments related to other post-school educational goals, community living, and daily living are included in the transition IEP.

- ***What are the requirements regarding consideration of the student's "preferences and interests" when developing the transition services for the IEP. How are the student's preferences and interests determined?***

The student must have opportunity to indicate his or her preferences and interests during the IEP meeting when transition services are being considered. To accomplish this, the school district could provide training for the student which prepares him or her to be an active participant in the IEP meeting. Additionally, the school district could have the student complete individual checklists, aptitude tests, and other relevant self-assessments. Personal interviews and situational assessments including on-the-job observations could also be used to acquire information about a student's preferences and interests. Parents or surrogates could also provide information which will assist in determining a student's preferences and interests.

- ***Must the IEP specify the amount of services provided by other agencies or may it just list the services?***

The amount of services to be provided must be stated in the IEP, so that the level of the agency's commitment of resources will be clear to parents, students, and other IEP team members. The amount of time to be committed to each of the various services to be provided must be: (1) appropriate to that specific service; and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP.

Changes in the amount of services listed in the IEP cannot be made without holding another IEP meeting. However, as long as there is no change in the overall amount, some adjustments in scheduling the services should be possible (based on the professional judgment of the service provider) without holding another IEP meeting.

- ***Can the statement of transition services be the entire IEP?***

Yes, as long as all required content and procedural safeguards have been followed in the development of the IEP.

- ***Who must be included on the IEP team when transition services are to be included in the IEP?***

As is true for all IEP meetings, participants must include the district representative, the teacher and the parent, and, when appropriate, other teachers or individuals. In addition, the new Individuals With Disabilities Act (IDEA) regulations require that when a purpose of an IEP meeting is the consideration of transition services for a student, the school district shall invite: (1) the student; and (2) a representative of any other agency that is likely to be responsible for providing or paying for transition services. If the student does not attend the IEP meeting, the school district shall take other steps to ensure that the student's preferences and interests are considered. If an agency invited to send a representative to a meeting does not do so, the school district shall take other steps to obtain the participation of the other agency in the planning of any transition services. If it is determined that other agency services are not needed for a student, that fact, along with the reasons why, should be clearly stated on the IEP.

- ***If the student turns 16 after the period for developing the IEP, is it necessary to develop a new IEP with a statement of transition service needs written into it?***

Planning by the IEP team should take into consideration that the student will be observing his or her 16th birthday during the upcoming IEP period. Therefore, transition goals and objectives should be included with appropriate timelines and dates of initiation. Each IEP must be in effect at the beginning of the school year. Meetings must be conducted at least once a year to review and, if necessary, to review a student's IEP. However, the meetings may be held anytime during the year including: (1) at the end of the school year; (2) during the summer, before the new school year begins; or (3) on the anniversary date of the last IEP meeting.

2. SEEKING SERVICES FROM RELEVANT AGENCIES

- **What are relevant agencies?**

Relevant agencies include Rehabilitation Services, Office of Developmental Disabilities and Regional Providers, Job Training Partnership Act, Community Colleges, Colleges and Universities, and any other agency determined appropriate in the provision of transition services for a student with a disability.

- ***How does a school district know what services an agency has to offer an individual student with a disability?***

The Nebraska Department of Education maintains a directory of providers by service delivery areas. Information on this directory can be obtained by calling 1-800-742-7594.

3. DETERMINING WHETHER THE TRANSITION SERVICES ARE MEETING THE GOALS AND OBJECTIVES ON THE IEP

- ***How are transition service needs, goals, and objectives identified on the IEP?***

  The transition service needs, goals, and objectives will be those which address how the transition needs as described in the present level of performance will be met. A student's preferences and interests must be taken into consideration. The transition component of the IEP must also consider: instruction, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and a functional vocational evaluation.

- ***How does a school district determine whether the transition services are meeting the goals and objectives on the IEP?***

  As with all other services on the IEP, districts are required by 92 NAC 51-007.01G to include appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis, the achievement of the transition objectives.

4. DETERMINING WHETHER AN AGENCY IS PROVIDING THE SERVICES AGREED UPON IN THE IEP

- ***What happens if an agency is unable or unwilling to participate or fulfill responsibilities in meeting the transition service needs?***

  The school district of residence remains responsible for ensuring that the student receives a free appropriate public education. Therefore, the district is responsible for ensuring that an agency is providing the services agreed upon in the IEP. Districts may do this in a number of ways. For example, hold regularly scheduled meetings between the agency and the district, develop interagency agreements, communicate with the agency through written progress reports, or other agreed upon arrangements which ensure the necessary communication among the district and agency.

5. MODIFYING THE IEP TO DETERMINE ALTERNATE STRATEGIES IF THE SERVICE AGENCY FAILS TO PROVIDE THE AGREED UPON SERVICE

- ***If an agency fails to provide the services agreed upon in the IEP, must the school district provide an alternate to the agreed upon service?***

The school district is responsible for providing the student with an appropriate education. Therefore, if an agency fails to provide the agreed upon service, the district must either provide the service itself or reconvene an IEP meeting to identify alternative strategies to meet the transition objectives.

- ***What are the procedures for changing the statement of transition service needs on the IEP?***

  The procedures for changing the statement of transition service needs are the same as are used in changing any part of the IEP.

6. TERMINATION

- ***Is the school district responsible for implementing the transition objectives after the district has terminated the special education program?***

  No. Once a student's special education program is terminated, the district is no longer responsible for the transition services contained in the IEP. The school district must inform the parent and, if appropriate, the student that the special education program is being terminated. Program termination is a change in placement which requires observance of the procedural safeguards contained in IDEA-B.

- ***What should the final IEP for a student with a disability include?***

  School districts should be aware that the final IEP developed for the student must contain the goals and objectives which are appropriate for the one year period of time during which the IEP is in effect. It should not contain the transition goals and objectives or services which other agencies will be providing after the student leaves the school system. However, it would be appropriate for the last IEP to contain a statement of interagency responsibilities or linkages. For students whose educational programs are being terminated prior to age 21, the school district must develop a plan for program completion and transition and this plan must be communicated to the student's parents prior to the planned program completion date.

- ***What is the school district's responsibility for a student with a disability if an agency fails to fulfill its responsibilities after the student's special education program is terminated?***

  If an agency fails to fulfill its responsibilities after the student's special education program is terminated, the school district is no longer responsible for initiating a new IEP or developing alternative strategies. The school district does not have the authority to continue serving the student after the school year in which the student reaches 21 years of age.

Yes, if the student will receive a Certificate of Attendance or other recognition of the child's attendance as opposed to a completion of the program.

- ***Are written procedural safeguards required to terminate special education services for a student with disabilities who has graduated from high school?***

  The termination of special education services to a child with disabilities because the child completes his graduation requirements in effect fulfills the school district's obligation to provide a free appropriate public education. This change in educational placement would be subject to IDEA-B procedural safeguard provisions, including prior written notice to the parents and access to due process hearing procedures.

- ***What is the role of the IEP team when a student with disabilities is expected to graduate from high school?***

  Under IDEA-B, each school district shall initiate and conduct IEP meetings to periodically review each child's IEP and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year. The IEP team would conduct a review of the child's IEP at an appropriate time before the child receives a diploma to assure that graduation requirements will be met, and the goals and objectives in the IEP will be completed.

SUPPLEMENTARY INDICATORS
REQUIRED BY ADDITIONAL LANGUAGE IN 34 CFR PART 300 (IDEA)

300.346(b) ***Transition Services.***

(1) The IEP for each student, beginning no later than age 16 (and at a younger age, if determined appropriate), must include a statement of the needed transition services as defined in 300.18, including, if appropriate, a statement of each public agency's and each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.

Indicators for 300.346(b)(1)

For students 16 years or older (or if determined appropriate, age 14 or younger):

1.1 The IEP team determines which of the transition services, specifically, (1) instruction; (2) community experiences; (3) development of employment and other post-school adult living objectives; and (4) if appropriate, acquisition of daily living skills and functional vocational evaluation, are needed. The present level of performance must include:

A. A statement of each needed transition service(s); and

B. The basis upon which the determination was made that each of the services was needed.

1.2 Other measurable indicator(s) as per NDE/LEA agreement.

300.346(b)

(2) If the IEP team determines that services are not needed in one or more of the areas specified in 300.18(b)(2)(i) through (b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made.

Indicators for 300.346(b)(2)

For students 16 years or older (or if determined appropriate, age 14 or younger):

2.1 If the IEP team determines that one or more of the transition services, specifically, (1) instruction; (2) community experiences; (3) development of employment and other post-school adult living objectives; and (4) if appropriate, acquisition of daily living skills and functional vocational evaluation, are not needed, the IEP team must include:

A. A statement that one or more transition services are not needed; and

B. The basis upon which the determination was made that one or more of the transition services are not needed.

2.2 Other measurable indicator(s) as per NDE/LEA agreement.

300.344(c) *Transition services participants.*
300.344(c)(1)

(1) If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite –

(i) The student;

Indicators for 300.344(c)(1)(i)

For students with disabilities aged sixteen years and older, and for students below age sixteen whose need for transition services is being considered;

3.1 The district documents through written communication that the student was invited to participate in the IEP meeting. OR

3.2 The district documents through telephone logs that the student was invited to participate in the IEP meeting. OR

3.3 The district documents through NDE interview with the student or staff that the student was invited to participate in the IEP meeting.

3.4 Other measurable indicator(s) as per NDE/LEA agreement.

300.344(c)(2)

(2) If the student does not attend, the public agency shall take other steps to ensure that the student's preferences and interests are considered;

Indicators for 300.344(c)(2)

For students with disabilities aged sixteen years and older, and for students below age sixteen whose need for transition services is being considered:

4.1 If the student does not attend the meeting:

A. Select one "A" statement

A1. The district documents through written communication that the student was invited to participate in the IEP meeting;

A2. The district documents through telephone logs that the student was invited to participate in the IEP meeting

A3. The district documents through NDE interview with student, parent(s) or staff that the student was invited to participate in the IEP meeting.

B. Select the "B" statement.

The student's IEP contains a statement in the Present Level of Performance indicating the student's preferences and interests.

4.2 Other measurable indicator(s) as per NDE/LEA agreement.

300.344(c)

(1) If a purpose of the meeting is the consideration of transition services for a student, the public agency shall invite –

(ii) A representative of any other agency that is likely to be responsible for providing or paying for transition services.

Indicators for 300.344(c)(1)(ii)

5.1 The district documents through written communication that they invited a representative of any agency(ies) that is (are) likely to be responsible for providing or paying for transition services. OR

5.2 The district documents through telephone logs that they invited a representative from any agency(ies) that is (are) likely to be responsible for providing or paying for transition services. OR

5.3 The district documents through NDE interview with staff that they invited a representative from any agency(ies) that is (are) likely to be responsible for providing or paying for transition services.

5.4 Other measurable indicator(s) as per NDE/LEA agreement.

300.344(c)(3)

(3) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain the participation of the other agency in the planning of any transition services.

Indicators for 300.344(c)(3)

6.1 If an agency invited to send a representative to a meeting does not attend:

A. Select one "A" statement.

A1. The district documents through written correspondence that the agency was invited to participate in the IEP meeting.

A2. The district documents through telephone logs that the agency was invited to participate in the IEP meeting.

A3. The district through NDE interview with staff that the agency was invited to participate in the IEP meeting.

B. Select one "B" statement.

B1. The district obtains the participation of the agency in the planning of any transition services through a conference call.

B2. The district obtains the participation of the agency in the planning of any transition services through submission of written information.

6.2 Other measurable indicator(s) as per NDE/LEA agreement.

300.345(b)(2) ***Parent participation.***
If a purpose of the IEP meeting is the consideration of transition services for a student, the notice must also –
(i) Indicate this purpose;

Indicators for 300.345(b)(2)(i)

7.1 The district documents through written communication that the parent notification includes a statement that the purpose of the meeting is the consideration of transition services. OR

7.2 The district documents through telephone logs that the parent notification includes a statement that the purpose of the meeting is the consideration of transition services. OR

7.3 The district documents through NDE interview with parent(s) or staff that the parent notification includes a statement that the purpose of the meeting is the consideration of transition services.

7.4 Other measurable indicator(s) as per NDE/LEA agreement.

300.345(b)(2)(ii)
Indicate that the agency will invite the student; and

Indicators 300.345(b)(2)(ii)

8.1 The district documents through written communication that the parent(s)' IEP notification contains a statement that the student will be invited to the IEP meeting. OR

8.2 The district documents through telephone logs that the parent(s)' IEP notification contains a statement that the student will be invited to the IEP meeting; OR

8.3 The district documents through NDE interview with parent(s) or staff that the parent(s)' IEP notification contains a statement that the student will be invited to the IEP meeting.

8.4 Other measurable indicator(s) as per NDE/LEA agreement.

300.345(b)(2)(iii)
Identify any other agency that will be invited to send a representative.

Indicators for 300.345(b)(2)(iii)

9.1 The district documents through written communication that the parent(s)' IEP notification identifies any other agency invited to participate. OR

9.2 The district documents through telephone logs that the parent(s)' IEP notification identifies any other agency invited to participate. OR

9.3 The district documents through NDE interview with parent(s) or staff that the parent(s)' IEP notification identifies any other agency invited to participate.

9.4 Other measurable indicator(s) as per NDE/LEA agreement.

INDIVIDUAL EDUCATION PLAN

DATE OF CONFERENCE (007.01J) ______________________________
(Month) (Day) (Year)

Student's Name: ______________________ Date of Birth: ______________________

School: ______________________ Grade: ______________________

Parent/Guardian: ______________________ Phone: ______________________

THIS EDUCATIONAL PLAN INCLUDED THE FOLLOWING PARTICIPANTS IN ATTENDANCE: (007.05A1, 007.05A2, 007.05A3, 007.05A4, 007.05A5, 007.05A6, 007.05A7, 007.05A8, 007.05A9 & §300.344)

NAME	POSITION/RELATIONSHIP TO STUDENT	DATE (Month/Day/Year)

FOR USE WITH TRANSITION STUDENTS ONLY

Present level of student's development or educational performance as documented in the MDT report or based upon measured status of prior year IEP objectives. Measured status of the skills needed for adult living and/or work should begin no later than age 16. It should be determined whether the student does or does not need one or more of the transition services (including instruction, community experiences, employment/other post-school experience, or if appropriate, adult daily living skills or vocational evaluation). The present level of performance should also provide information about the student's preferences and interests. **(007.01A, 007.01K, 008.04 and §300.346(b)(2)).**

Instruction

Community Experie

FOR USE WITH TRANSITION STUDENTS ONLY

Present level of student's development or educational performance as documented in the MDT report or based upon measured status of prior year IEP objectives. Measured status of the skills needed for adult living and/or work should begin no later than age 16. It should be determined whether the student does or does not need one or more of the transition services (including instruction, community experiences, employment/other post-school experience, or if appropriate, adult daily living skills or vocational evaluation). The present level of performance should also provide information about the student's preferences and interests. **{007.01A, 007.01K, 008.04 and §300.346(b)(2)}.**

Employment and other Post-School Adult Living Objective

When appropriate: Acquisition of Daily Living Skills and Functional Vocational Evaluation

Page _____ of _____ Page(s)

(An additional page should be used for each goal)

FOR USE WITH TRANSITION STUDENTS ONLY

ANNUAL GOAL [Anticipated behavior based on present level of student's development or educational performance (007.01B, 007.01K & 008.04)]

This sample IEP form includes an Annual Goal and Measurable Objectives page for use with transition students only. This form will allow for the recording of goals and objectives to meet the identified transition service needs, detail linkages and activities with service agencies involved in providing transition services and document the provision of a coordinated set of activities for meeting transition service needs.

Measurable, Short-term Instructional Objectives (007.01C, 007.01G, 007.01K)	Pro*	Sch†	Transition Activities and Agency Responsible	Progress●	Date

*Pro--Evaluation Procedures/Instruments
1) Written Observation
2) Written Performance
3) Oral Performance
4) Criterion Reference Test
5) Parent Report
6) Time Sample
7) Standardized Test
8) Other (Specify)

†Sch--Schedule for Evaluation of Progress
1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

●Documentation of Student Progress
1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

Page ____ of ____ Page(s)

Necessary interagency transition responsibilities and linkages (007.01K & 008.04) ________________________________

____

____

Does student qualify for transportation services? (007.01L 014.01 & 014.02) (Check one) Yes ____ No ____

If yes, plan for transportation: ________________________________

____

Does student require special conditions necessary for safe transportation? (007.01L) (Check one) Yes ____ No ____

If yes, the plan for transportation includes the following list of safety precautions, materials and equipment:

____

____

Special Education and Related Services (007.01D, 007.01E, 007.01F, 007.01H, 007.01I) ________________________________

____

____

Service	Duration	Does service follow school calendar? (Check one)		Position of Person(s) Responsible for Implementation of IEP
		Yes	No*	
SCHOOL AGE SPECIAL EDUCATION				
1.	___/___/___ to ___/___/___ Mo. Day Yr. Mo. Day Yr.	___	___	__________
Related Service(s)				
1.	___/___/___ to ___/___/___ Mo. Day Yr. Mo. Day Yr.	___	___	__________
2.	___/___/___ to ___/___/___ Mo. Day Yr. Mo. Day Yr.	___	___	__________
3.	___/___/___ to ___/___/___ Mo. Day Yr. Mo. Day Yr.	___	___	__________
4. Transportation	___/___/___ to ___/___/___ Mo. Day Yr. Mo. Day Yr.	___	___	__________

Percent of time student participates in regular education ________%

***Explanation of deviation by service** ________________________________

IEP REQUIREMENTS

This section outlines how school districts should complete the Sample IEP and what the Special Education Office considers when determining if IEP components meet 92 NAC 51 standards and transition service requirements specified in §34 CFR Part 300. IEP items are discussed in the order in which they appear on the attached sample form.

Date of Conference {007.01J}

To meet minimum standard requirements the IEP must contain the day, month and year in which the IEP conference occurred. Conference dates are used to determine if:

1. The IEP conference was held within 30 calendar days of the verification of the child's handicaps **{007.03C}**;
2. The IEP conference date did not exceed one calendar year from the previous IEP conference date for students ages 5-21 or six calendar months for students below age five **{007.03B}**;
3. The date of the IEP meeting was prior to the starting date of all service(s) **{007.02A}**;
4. The IEP was in effect at the beginning of the school year **{007.03D}**;
5. Participants were in attendance on the date of the IEP conference **{007.05A - 007.05A8}**; and
6. Notification to parents at the IEP conference was provided prior to the conference **{007.04A}**.

Student's Name, School, Parent/Guardian, Date of Birth, Grade and Phone {004.06A}

This information is not specifically required to be located within the IEP. School districts must include diagnostic data on each child, however, it may be located in the MDT, psychological report and/or IEP. This information is included within the Sample IEP for school district identification and record-keeping purposes.

Inclusion of Participants in Attendance at the IEP Conference {007.05A - 007.05A9}

Various indicators may be selected from the 92 NAC 51 indicators document to meet the on-site review criteria. For this standard, the Special Education Office has elected to use the Name and Position/Relationship Indicator for Class II-VI schools to document that participants were in attendance. The dates of participation were also included within the Sample IEP form to document that participation and attendance occurred during the IEP conference. Dates of attendance should be the same date as the IEP conference date **{007.01J}**. However, when parents, contracted agency personnel, or nonpublic representatives are unable to attend but want to participate, the agency, nonpublic or parent participation dates may be prior to or the same as the date of the IEP conference **{007.04C & 007.05A5}**.

The IEP shall contain:

1. The name of the LEA representative in attendance and the designation as an LEA representative. The LEA representative may not be the same individual who signs the IEP as the "student's teacher" **{007.05A1}**.
2. The name and position of the student's regular or special education teacher(s) **{007.05A2}**.
3. The name and relationship to the student of the person(s) making educational decisions on the student's behalf **{007.05A3}** or documentation of the requirements set forth in the indicators pertaining to 007.04D if not in attendance.
4. The name of the child if in attendance **{007.05A4 & §300.344}**. If a purpose of the meeting is for the consideration of transition services for a student, the school district shall invite the student. If the student does not attend, the school shall take other steps to insure that the student's preferences and interests are considered.
5. For a student attending a nonpublic school, the name and position of the nonpublic school district representative. The position of the nonpublic school representative must be listed on the IEP as the "nonpublic school representative" or documentation of the requirements set forth by the indicators pertaining to for nonpublic school representatives unable to attend the IEP conference **{007.05A5}**.
6. For a student receiving services from a contracted service agency, the name and position of the contracted service agency representative is listed on the IEP as the contracted service agency representative or documentation of the requirements set forth in the indicators pertaining to agency representatives not in attendance **{007.05A6}**.
7. For students with disabilities ages sixteen years and older, and for students below age sixteen whose need for transition services is being considered, the name and position of the representative responsible for providing or supervising the provision of transition services; and, if appropriate, the name and position of the representative of each other participating agency providing transition services **{007.05A9}**.

Present Level of Student's Development or Educational Performance **{007.01A, 007.01K, 008.04 & §300.346(b)(2)}**

To meet minimum IEP standards for the student's present level of performance requirement, the Special Education Office has opted to model its form to report the student's current development or educational performance that has been documented in the Multidisciplinary Team (MDT) evaluation report for initial placements, and has elected to report the measured status of the student's previous years IEP objectives for those students who had a prior IEP in effect. Beginning no later than age 16, the present level of development or educational performance would also include a statement of the measured status of the skills needed for adult living and/or work.

Annual Goal {007.01B, 007.01K & 008.04}

To meet the minimum standards of rule when completing the sample form, the IEP must contain at least one annual goal. Goal(s) within the IEP must utilize information from a present level of performance statement in the current IEP, while each goal statement contained within the IEP includes a description of the anticipated behavior and performance. Beginning no later than age 16, the IEP must contain the identified interagency responsibilities or linkages (or both) before the student leaves the school setting. The identified linkages permit the development of an IEP which provides for a coordinated set of activities with an outcome-oriented process (goals/objectives) which promote movement from school to post school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.

The coordinated set of activities shall be based on the individual student needs (present level of development or educational performance), taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. In the case where the participating agency, other than the resident school district fails to provide agreed upon services, the resident school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives. (Participating agency means a state or local agency, other than school district responsible for the student's education, that is financially and legally responsible for providing transition services to the student.) Included in this sample form is a separate annual goal and measurable short-term objectives page for use with transition students only. This form will allow for the recording of goals and objectives to meet the identified transition service needs, detail linkages and activities with service agencies involved in providing transition services and document the provision of a coordinated set of activities for meeting transition service needs. For further information please refer to the Nebraska Department of Education (NDE) Special Education Office publication "Transition from School To Adult Life - A Guide for Nebraska Educators".

Measurable, Short-term Instructional Objectives {007.01C, 007.01G, 007.01K & 008.04}

The short-term objectives reported within the sample IEP must be developed as an intermediate (short-term) step between the present level of performance and the goal. Objectives must be clear and detailed and contain at a minimum the following information:

1. The specific behaviors (academic, social, employment, etc.) the student is expected to perform;
2. A schedule for the evaluation of progress made toward each objective by the student;
3. The determination of student progress toward each objective completed at least annually;
4. The measurable criteria for judging whether the student has achieved the objective (i.e., how well must the student perform the behavior he/she can be judged to be successful); and
5. The evaluation procedures or instruments which are used to determine how well the student can perform the desired behavior.

Does Student Qualify for Transportation Services? {007.01L, 014.01 & 014.02}
Does Student Require Special Conditions Necessary for Safe Transportation? {007.01L}

The school district must provide transportation services to children with disabilities who are residents of the school district under Neb. Rev. Stat. 79-3322 if:

1. Children are forced to leave the school district temporarily because of the lack of educational services; or
2. Children are required to attend a facility other than what would be the normal of attendance facility of the children to receive appropriate special education services; or
3. The nature of the child's disability is such that special transportation is required; or
4. The children are below age five {014.01D}.

The school district shall not provide transportation to children with disabilities who are residents of the school district under Neb. Rev. Stat. 79-3322 if such children are able to use regular transportation services provided by the district unless:

1. Alteration of the routes of such regular transportation is required to transport children with a disability; or
2. Alteration is required in the equipment or vehicles used in such regular transportation in order to accommodate children with a disability {014.02 - 014.02C2}.

The school district shall also be responsible to provide for the expenses of transportation services of children with disabilities who are residents of the school district under Neb. Rev. Stat. 79-3322 by:

1. Paying a parent transporting his or her child. This may not exceed the statutory amount for each mile or fraction thereof traveled between the place of residence and the program attendance (refer to Neb. Rev. Stat. 79-3322 and 81-1176); or
2. Operating vehicles for the purpose of transporting children with disabilities; or
3. Contracting for transportation services for children with disabilities ; or
4. Purchasing services from a common carrier; or
5. Arranging for such other transportation as is proper and necessary to transport children with disabilities {014.02A - 014.02A5}.

After the determination is made by the IEP team that transportation is required as a related special education service, the school district must develop a plan for the transportation. To meet minimum requirements, the plan for transportation must include a determination as to whether the district or parent will transport. In addition, if the student requires special safety conditions necessary for safe transport, the plan would need to also include a listing of the safety precautions, materials and equipment required for safe transportation. Furthermore, if any changes in the transportation plan occur between IEP meetings, changes must be communicated to the parent by meeting the notice requirements in 92 NAC 51-009.03B. In this situation, to provide documentation that parents received notice of the change, the school district may select to maintain a dated post office receipt, attached to a copy of the written notice, which indicates that the notice was mailed to and received by the parent.

Special Education and Related Services (007.01D - 007.01F, 007.01H & 007.01I)

The IEP must contain, for children ages 0-21 years, a listing of all special education and related special education services to be provided. A beginning and ending date(s) of the service(s) and the position of the person(s) responsible for implementation of the service(s) would also be included within the IEP. To prevent confusion relating to the provision of summer school services, the NDE has also included a statement within this section to document whether the service(s) deviates from the school calendar. For students from birth to age five, the IEP would contain the following additional information for each service(s):

1. Amount of time service(s) is provided per day;

2. Number of day(s) service(s) is provided per week; and

3. Number of month(s) service(s) is provided per year.

In this example, the percent of time the student participates in regular education was selected as the indicator to be contained within the Sample IEP for school age students.

For the initial IEP, at least one special education service must begin within five school days of the school district receipt of parental notice/consent. If the service(s) begin after five school days, the district must document through other written communications, logs, etc., that parents agreed to the extension (see Section 7 Indicator Document 007.02A for specific indicator requirements).

I Have Received a Copy of this IEP (007.01). I Understand the Content and Purpose of the IEP Conference and the IEP (007.04E).

To meet minimum rule requirements, the Special Education Office has included on the IEP a parent signature and date accompanied by a statement indicating parental receipt of the IEP and understanding of the content and purpose of their child's IEP conference and the IEP. To document this requirement, the Special Education Office has elected to secure parental signature(s) on the IEP indicating that parent(s) understand the content and purpose of their child's IEP conference and the IEP.

NOTIFICATION OF INDIVIDUAL EDUCATION PROGRAM (IEP)

Date of Notification:

____________________ **{007.04A1}**
(month) (day) (year)

For Transition Students Only

____ Transition services will be discussed.

____ Student will be invited to attend.

Parent(s)/Guardian(s)/Student Name {§300.344(c)(1)(i) & §300.345(b)(2)(ii)}:

____

Parent(s)/Guardian(s) Address: ________________________________

Dear ____________________:
(Parent(s)/Guardian(s)) Name)

In an effort to provide a program that is appropriate for your child's needs, it is necessary that school personnel meet with you to [*CHECK ONE*]: (1) ____ discuss and develop the IEP; (2) ____ discuss and develop the IEP including transition services for

____
(Student's Name)

{007.04B, §300.344(c)(1)(i) and §300.345(b)(2)(ii)}

The meeting is scheduled for ____________ at ______________________
(Day/Mo./Year) (location)

at __________. **{007.04B}** If you cannot attend this meeting as scheduled, you have
(time)
the right to schedule this meeting at an alternate time and/or location.

The school will have the following people in attendance at the meeting to assist with the development of the IEP **{007.04B, §300.344(c)(ii) & §300.345(b)(2)(iii)}**.

NAME	POSITION/AGENCY

Please complete the response form below and return by: ____________________.
(Day) (Month) (Year)

If you have any questions concerning the IEP meeting, please contact me.

Sincerely,

______________________________ {007.05A1}
Name of Contact Person and Position

____
Name of School

____
Address of School

____
Telephone Number of School

RESPONSE FORM

Parents/Guardians/Students:

Please check the appropriate line, sign, date and return to the contact person listed above.

____ I/we will attend the IEP meeting scheduled for: (District may wish to complete date, time and location prior to mailing)

__________________ at __________ at ______________________. {007.04B}
(Month/Day/Year) (Time) (Location)

____ I/we cannot attend this meeting as arranged. Please contact me/us. {007.04A2}

____ I/we cannot attend, but would like to participate by phone or written communication. {007.04C and 007.04D}

____ I/we do not wish to attend or participate in the development of this IEP.

______________________________ {007.04A1, §300.344(c)(2)}
Parent(s) or Guardian(s)/Student Signature

______________________________ {007.04A1}
Date (Month/Day/Year)

DISCUSSION

This discussion outlines how school districts should complete the sample notification of the Individual Education Program (IEP) meeting form to meet the standards of 92 NAC 51 and additional transition service requirements in 34 CFR Part 300. Items which are required in rule are denoted by rule reference numbers and are discussed in the order in which they appear on the attached sample form. Additional information not required by 92 NAC 51 standards has been included to aid in readability and administration of the form.

Date of Notification **{007.04A1}**

To meet minimum standard requirements the notification of the IEP conference must occur early enough to insure that parents/student will have an opportunity to attend. The date of the notification of the IEP meeting must be prior to the conference date as indicated on the IEP.

Parent(s)/Guardian(s)/Student Name **{§300.344(c)(1)(i) & §300.345(b)(2)(ii)}**

The school district is required to invite each student age 16 years and older to participate in their IEP. The school district must invite each student younger than age 16 if the purpose of the meeting is the consideration of transition services for the student. If transition services are initially discussed at an IEP meeting for a student younger than age 16 and it does not include the student, the school district is responsible for insuring that a subsequent IEP meeting is conducted and the student is invited to the meeting. If the student does not attend, the school district shall document that the student's preferences and interests are considered.

The Purpose of the Notification **{007.04B & §300.345(b)(2)}**

The district must document that notification of the IEP meeting includes the purpose and any consideration of proposed transition services.

The Date, Time and Location of the IEP Meeting **{007.04B}**

The district must document that notification includes the date, time and location of the proposed IEP meeting.

People in Attendance at the IEP Meeting **{007.04B, §300.344(c)(ii) & §300.345(b)(2)(iii)}**

The notice must indicate who will be in attendance at the IEP meeting. Those individuals listed on the notification of the IEP meeting must be the same individuals listed in attendance as reported on the IEP. If the purpose of the meeting is the consideration of transition services for the student, the school district shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services. If the school district invites a representative from another agency and they do not attend, the school district shall document their steps to obtain the participation of the other agency in the planning of any transition services.

Please Return the Following to the School [illegible] 007.04A2, 007.04B, 007.04C & 007.04D & §300.344(c)(2)}

To document that parents/student have [illegible] the IEP notification, the Special Education Office has elected to request the parent(s) to return a signed and dated confirmation indicating that they have been afforded the opportunity to participate in the IEP conference. Upon school receipt of the parental confirmation section, the district should attach this section to a copy of the original IEP notification letter and maintain the record within the student's file. If parents cannot attend at the scheduled time but would like to participate or indicate they do not wish to attend/participate in the IEP meeting, then the school district must document their attempts to insure parent participation by meeting the standards in 92 NAC 51-007.04C and 007.04D. If the student does not attend and a purpose of the meeting is consideration of transition services, the school district shall document that the student's preferences and interests are considered on the IEP.

INDIVIDUALIZED EDUCATION PROGRAM AND ADULT SERVICE PROVIDERS

LEGAL MANDATES: The Individuals with Disabilities Education Act (IDEA) of 1990 mandates that school districts include in the IEP needed transition services for students age sixteen and above (and at a younger age if appropriate). The Act further stipulates the following:

- The IEP shall include a statement of each participating agency's responsibilities or linkages, or both, before the student leaves the school setting.
- If the purpose of a meeting is consideration of transition services, the public agency (school) shall invite - a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- If an agency invited to send a representative to a meeting does not do so, the public agency (school) shall take other steps to obtain the participation of the other agency in the planning of any transition services.

Although this same language is not presently found is Nebraska Department of Education's Rule 51, future revisions will include similar language.

In order to facilitate the involvement of adult service providers in IEP meetings, a working committee involving representatives from school districts, adult service agencies, and the State Department of Education agreed upon the following recommendations:

- IEPs should be "future structured" so it is determined a year in advance when to include an adult service provider.
- Invitations to attend an IEP should be specific to a particular student - group or blanket invitations should not be used.
- Adequate notification to the adult service provider should be provided in writing - preferably four weeks in advance.
- School personnel should contact the local adult service providers to determine their preference for IEP scheduling (multiple meetings per day/week, meetings back to back, etc.) and give consideration to these preferences when possible.
- It is recommended the invitation indicate what is expected of the adult service provider during the IEP meeting.
- **Meetings designed to provide general information about the agency to students and their parents should be done in small groups, rather than asking the adult service provider to relate this information in IEP meetings.**
- Adult service provider can participate in the IEP meeting via phone/conference call.
- Adult service provider can provide input to the IEP meeting via pre or post meeting by phone call or site visit.
- The attached document can be used as a mechanism of notification, and to solicit input from adult service providers when they are unable to attend the IEP meeting.

LETTER OF NOTIFICATION
INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

NOTICE TO ADULT SERVICE PROVIDER

TO: ______________________________ (Adult Service Agency) ______________________________ (Staff Member)

FROM: ______________________________ (Staff Member) ______________________________ (Position)

______________________________ Address (include Street/P.O. Box; City; State; Zip Code)

______________________________ (Phone)

STUDENT NAME: ______________________________ AGE: ____________

Anticipated graduation/termination date (if known): ______________________________

An individualized education program meeting for the above named student is scheduled for

______________________________ (Date and Time), and will be held at ______________________________ (Location).

It is our hope that you will be able to attend this meeting. Your attendance is needed for the following reason(s):

_____ To share information about agency and student.
_____ Consideration of formal application for services.
_____ Consideration of students' eligibility/ineligibility.
_____ Your recommendations for other services.
_____ Your recommendations regarding school objectives.
_____ Development of post-school goals (vocational/residential).
_____ Other: ______________________________

Additional Comments:

____
____
____
____
____
____
____

______________________________ (Signature) ____________ (Date)

COMPLETE AND RETURN THE ATTACHED

____ I WILL attend the scheduled individualized education program meeting for

______________________________.
(Student Name)

____ I WILL NOT be able to attend the scheduled individualized education program meeting for

______________________________.
(Student Name)

(IF UNABLE TO ATTEND THE MEETING, PLEASE CHECK THE APPROPRIATE BOX)

☐ I am unable to attend the meeting and will provide input through telephone contact.

☐ I am unable to attend the meeting and offer the following written input*:

____

____

____

____

____

____

____

____

____

____

____

____

IF MORE SPACE IS NECESSARY, ATTACH ADDITIONAL SHEETS

(Signature)	(Agency)
(Date)	(Phone)

* Your written input should correspond to the areas checked on page one. If information about the agency is requested, it would be appropriate to send brochures or other materials if available. Information about the student's status with the agency is helpful for planning purposes; as well as information regarding needed follow-up activities on the part of the student or parent. If you are not familiar with the student please indicate that, and provide a contact number for follow-up.

STUDENTS IN UNPAID WORK EXPERIENCE

AN INTRODUCTION TO FEDERAL GUIDELINES

The attached guidelines for students in unpaid work experience programs were developed in 1992 by the federal departments of Labor and Education. The guidelines were developed in order to promote the practice of educational placements in the community, with assurances that placements will be consistent with the nations's labor laws and that students will not be subject to potential abuse.

Although the guidelines are very helpful when developing unpaid work experience for students, it is recommended local education agencies consult their legal counsel when developing policies and procedures that will govern community placements. Particular attention should be given to liability insurance issues to insure adequate protection for the student, district, and employer.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

SEP 30 [illegible]

Dear Colleague:

The enclosed guidance is intended to help educators and employers create new work experience opportunities for students with disabilities.

Currently only 15 percent of students with disabilities obtain work experience that is related to their educational program, a fact that contributes to their 40 percent dropout rate. Yet findings of the National Longitudinal Transition Study of Special Education Students indicate that work experience as part of a vocational-technical education program increased their chances of graduating and of holding a job after high school.

Until now employers have been reluctant to provide these students with work site training and vocational exploration opportunities. We hope we can overcome this reluctance by providing employers and educators alike with concrete guidance on how long and under what conditions students with disabilities can receive work site experience without being considered as employees under the Fair Labor Standards Act.

This guidance will help to create for students with disabilities additional opportunities to learn about various occupations as they take part in community-based educational experiences. I encourage you to take advantage of this new opportunity to contribute to the future employability of students with disabilities.

Sincerely,

Betsy Brand
Assistant Secretary

Enclosure

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-7100

GUIDELINES

Where ALL of the following criteria are met. the U.S. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

- *Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who. because of their disability, will need intensive on-going support to perform in a work setting.*

- *Participation will be for vocational exploration. assessment. or training in a community-based placement work site under the general supervision of public school personnel.*

- *Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration. assessment. training. or cooperative vocational education components will be included in the students' Individualized Education Program (IEP).*

- *Information contained in a student's IEP will not have to be made available: however. documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student-participant to wages.*

- *The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.*

  1) *There has been no displacement of employees. vacant positions have not been filled. employees have not been relieved of assigned duties. and the students are not performing services that. although not ordinarily performed by employees. clearly are of benefit to the business.*

  2) *The students are under continued and direct supervision by either representatives of the school or by employees of the business.*

  3) *Such placements are made according to the requirements of the student's IEP and not to meet the labor needs of the business.*

  4) *The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.*

VIRGINIA

Virginia's
UNITE

Unified Intercommunity & Transition Empowerment For Youth With Disabilities

Presenter: Sharon H. DeFur

Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23213
(804) 225-3242
(804) 371-0249 - Fax

A PLANNING AID TO INTEGRATE TRANSITION INTO

IEPs

USING STRATEGIC QUESTIONING

developed by Sharon deFur, Director

VIRGINIA'S
UNITE

Virginia Department of Education

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DRAFT Spring 1994

Note: Funding for this product was provided through Project UNITE, USDOE Office of Special Education Programs Award #H158A20015. The opinions expressed here are those of the author(s) and do not necessarily represent the position of the USDOE, Office of Special Education Programs.

P.L. 101-476

EDUCATION OF THE HANDICAPPED ACT (P.L. 94-142) AMENDMENTS OF 1990
now titled

"INDIVIDUALS WITH DISABILITIES EDUCATION ACT"

TRANSITION SERVICES DEFINED in SEC. 602(a)19)

"a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including

- post-secondary education,
  vocational training,
  integrated employment (including supported employment),
  continuing and adult education,
  adult services,
  independent living, and
  community participation.

The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include:

instruction,
community experiences,
the development of employment and other post-school adult living objectives,
and, when appropriate,
acquisition of daily living skills and functional vocational evaluation."

DEFINITION OF INDIVIDUALIZED EDUCATION PROGRAM ADDITIONS

(SEC. 602(a)(20)

Adds requirement that IEP include:

"(D) a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and younger, when appropriate for the individual), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting,"

and

(F) In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

A PLANNING AID TO IN[illegible]TE TRANSITION INTO IEPs
USING STRA[illegible]C QUESTIONING

developed by Sharon deFur, Director, Project UNITE
Draft Spring 1994

The IDEA legislation clearly states that transition will be a part of the IEPs of students who are 16 years of age or older and younger when appropriate. Professionals have been confused as to whether to create a separate transition document and plan, or to follow the IEP process. Developing a separate document often results in redundancy or, at best, suggests that transition goals and objectives are isolated from the needed basic skills.

Integrating transition goals, objectives and services into the IEP presents the most logical approach that promotes transition as an integral part of annual and long term planning and not just another form to complete. Nonetheless, professionals have encountered difficulty in translating transition components and activities into the current IEP framework. In part, this has been due to an uncertainty of how to "fit" transition ideas into an integrated whole; and, in part, this has been due because we have not applied a total IEP approach to the process.

Transition planning is strategic planning; likewise, well-written IEPs encompass a strategic planning process. The inclusion of transition as part of the IEP process requires that we employ a long range vision and ensure that the special education being provided is in concert with that long range vision.

Strategic planning for any TRANSITION PLANNING requires the following:

- DEFINE VISION: Where does the student want to be in the future?
- SCAN ENVIRONMENT: What resources currently exist? What is the present level of performance and what experiences are available? What are the student's needs, interests, and preferences?
- SELECT PRIORITY OUTCOMES: Articulate long range goals consistent with student needs, interests, and preferences.
- IDENTIFY BARRIERS/OPPORTUNITIES: Are there differences between the vision and the current state?
- IDENTIFY STRATEGIES (Annual Goals and Objectives): What can be done to reduce barriers or enhance opportunities? What activities will help achieve goals and eventually realize the vision?
- IDENTIFY SUPPORTS (Services, linkages, modifications): What resources are needed?
- FINALIZE & IMPLEMENT PLAN: Work the plan.
- MONITOR OUTCOMES: Evaluate the outcomes and begin the process again, if needed.

Integrating transition planning and a strategic planning approach into IEPs requires professionals to restructure our thinking to consider IEPs as a practical planning document and process. Initially this process may seem unwieldy and time-consuming, but the long range effect will be better coordinated and directed special education services that yield positive benefits for students and their families.

PROPOSED MODEL

This model proposes a two way strategic questioning process: one a design-down process that begins with the present level of performance and the desired postsecondary outcomes; the second, a design-up process that assists in combining transition elements into the appropriate IEP component and then proceeding with a series of questions that enables one to begin or complete the design-down process.

For example, in the design-down process, we begin with the **SECOND COLUMN** of the planning aid with the present level of educational performance (PLEP) for Johnny that describes his academic, social, vocational (interests, preferences and aptitudes), behavioral, linguistic, and adaptive skills (including independent living and community experiences). From that, we expand on long range hopes and dreams, then narrow down to realistic and achievable postsecondary outcomes. The gap between the PLEP and the Desired Post-Secondary Outcomes becomes the focus of goals, objectives, services, and linkages for this student. Strategic questions are incorporated into this process to force the thinking and discussion of the IEP team or separate participants. (This is intended to assist in planning, but does not substitute for the IEP.)

On the other hand, perhaps we are thinking that Johnny should be referred to the Department of Rehabilitative Services. In this instance, we would begin by asking what component of the IEP is this really... it seems like a linkage... so we apply the design-up questioning process, beginning with the **FAR LEFT COLUMN** for linkages in the planning aid. We must ask ourself the question, why or for what purpose should Johnny be referred to DRS? Our answer takes us to another IEP component and we should continue asking the design up questions until we identify how this referral relates to the other IEP components. If, in doing this, we identify a new outcome, goal, objective, etc., we then complete the information using the design down process.

Sometimes we develop plans sequentially and logically starting from the natural starting point of the baseline - that is a "design down" process. On the other hand, we sometimes have creative ideas of transition services or activities that seem appropriate for the student. Applying the "design-up" process ensures that these efforts are consistent with the long range goals and meet the student's needs. We often engage in this process naturally, but systematically applying this strategic questioning approach will promote that natural process. Practice applying the process on your own, with a group of colleagues, and with students and families. Project UNITE and our staff welcome your feedback on the application of this process and whether it is helpful in designing integrated transition plans as part of the IEP.

PRACTICE APPLYING THE PROCESS TO TRANSITION ELEMENTS....

When thinking of a transition idea, use the design up chart to ensure that you are developing a coordinated set of transition activities. To help to decide where to start on the "design up" chart ask the following question:

Is this a transition:

O = Outcome?

AG = Annual Goal?

O/A = Objective (or Activity)?

S = Service or RS = Related Service?

L = Linkage?

……

Try classifying the following and applying the design up or design down chart to integrate the transition component into the IEP process.

employment
work experience
job shadowing
vocational evaluation
self advocacy instruction
driver's education
driver's license
using public transportation
supported employment
SAT
social skills
social security incentives
reading comprehension
budgeting
banking
supported living
college
career exploration
cosmetology
financial planning
mobility training

referral to Rehabilitative Services
vocational education
community based instruction
vocational counseling
referral to PERT (evaluation)
referral to Social Services
Special Olympics
work adjustment
punctuality
Literacy Passport Test
work hardening
team cooperation skills
job applications
referral to MR services
personal counseling
group home
auto mechanic
job placement
assistive technology
medical services
vocational technical school

TRANSITION PLANNING AID

DESIGN UP QUESTIONS*	IEP COMPONENT	DESIGN DOWN QUESTIONS
What transition related skills does the student currently demonstrate?	Present Level of Performance (PLEP) (the current environment or baseline of skills and experiences; the student's needs, preferences, interests)	What are the desired post-secondary outcomes in education, employment, and adult living?
What are the desired post-secondary outcomes in education, employment, and adult living?	[Desired Post-Secondary Outcomes] (the "vision or why for transition goals and objectives")	What are the prerequisite skills needed to achieve this outcome? How do these compare to the PLEP? What goal(s) **(if any)** are appropriate for this year that will improve the PLEP relative to outcomes?
Why, for what purpose? (Go to IEP component that answers this question and complete the chart.)	Annual Goal (the "big picture what" to accomplish this year to move toward desired outcome(s)	What objectives or activities need to be accomplish in order to achieve the annual goal(s)?
Why, for what purpose? (Go to IEP component that answers this question and complete the chart.)	Objectives (the "whats" - objectives or activities that can be accomplished in shorter time periods - include when these will be accomplished and how we will know they have been accomplished (schedule & criteria)!)	Where, how, when and who will provide the activities or instruction towards the objectives and annual goal?
Why, for what purpose? (Go to IEP component that answers this question and complete the chart.)	Services (the "how, where, when and who" transition services will take place; Ask: are community experiences an appropriate option? are there related services that are required?)	Does this transition service require linkage or referral to another service provider?
Why, for what purpose? (Go to IEP component that answers this question and complete the chart.) **DESIGN UP QUESTIONS: Start at the point that fits the transition element you have in mind*.**	[Linkages] (potential ways of expanding service options or making postsecondary connections; these could be inter or intra agency)	Will communication be needed between the IEP case manager and the linkage? How and who?

(Optional)
Accommodations or Modifications
[any special supports that will be needed to be successful in the service setting]

Dreaming & Expanding..	Refining & Choosing...	Next Step....
Outcomes	Outcomes	
	Annual Goal	Annual Goal
	Objectives	Objectives
	Services	Services
	Linkages	Linkages
	Communication	Communication
	Modifications	Modifications

STUDENT PROFILE - STUDENT FORM

Name ____________________ Date of Birth ____________

School ____________________ Phone ____________

Grade Level ____________________ Date Completed ____________

1. I am interested in:

2. Things I want to learn:

3. I am best at:

4. I need most help with:

5. Help I have received in the past:

6. Problems with my current program:

7. Possible alternatives and/or additions to my current program:

8. Support services that I need:

9. Special concerns I have:

10. Suggestions I have about working with me:

11. My strengths in the area of:

Academics ____________________

Speech ____________________

Motor ____________________

Social/Behavior ____________________

Vocati [illegible] cational ____________________

Self-help ____________________

Self-Advocacy Skills ____________________

12. Concerns I have in the following areas:

Academics ____________________

Speech ____________________

Motor ____________________

Social/Behavior ____________________

Vocational/Prevocational ____________________

Self-help ____________________

Self-Advocacy Skills ____________________

13. When I leave high school as a young adult, I expect:

____

STUDENT PROFILE - PARENT FORM

Child's Name________________________ Date of Birth______________

School________________________ Phone______________

Grade Level________________________ Date Completed ______________

1. What my child is interested in:

____

____

2. Things my child is ready to learn:

____

____

3. My child is best at:

____

____

4. My child needs most help with:

____

____

5. Help my child has received in the past:

____

____

6. Problems with my child's current program:

____

____

7. Possible alternatives and/or additions to my child's current program:

____

____

8. Services that my child needs:

____

____

9. Special concerns I have about my child:

____

____

10. Suggestions I have about working with my child:

____

____

BEST COPY AVAILABLE

11. Strengths my child has in the area of:

Academics ______________________________

Speech ______________________________

Motor ______________________________

Social/Behavior ______________________________

Vocational/Prevocational ______________________________

Self-Help ______________________________

Self-Advocacy Skills ______________________________

12. Concerns I have for my child in the following areas:

Academics ______________________________

Speech ______________________________

Motor ______________________________

Social/Behavior ______________________________

Vocational/Prevocational ______________________________

Self-Help ______________________________

Self-Advocacy Skills ______________________________

13. When my child leaves high school as a young adult, I expect:

____

SAMPLE

PAGE ___ OF ___

Student's name_______________

INDIVIDUAL EDUCATION PROGRAM TRANSITION PLANNING SECTION (*must be addressed at each student's IEP meeting no later than by the student's 16th birthday and reviewed annually thereafter; student participation/input required)
(This section should immediately follow the present level of performance section of the student's Individual Education Program, IEP)

ESTABLISHING DESIRED POST-SECONDARY OUTCOMES (identify desired outcome(s) in each area to this date ___/___)

EDUCATION OUTCOME(S)	**EMPLOYMENT OUTCOME(S)**	**ADULT LIVING OUTCOME(S)**
Adult Education ___	Full-Time Competitive Employment ___	Living alone, with friends, or partner ___
Vocational Training ___	Part-Time Competitive Employment ___	Living with family ___
Community College ___	Full-Time Supported Employment ___	Supervised living ___ Residential care ___
College or University ___	Part-Time Supported Employment ___	Transportation independence ___
Tech Prep ___	Apprenticeship ___	Financial planning developed(e.g.SSI,SSDI,etc) ___
Apprenticeship ___	Sheltered Employment ___	Leisure/Recreation Community Participant ___
Other ___	Military ___	Medical or Personal Care Assistance Identified ___
	Other ___	Self-Advocate ___ _______________ Other ___
Specialized transition services or planning needed for postsecondary education at this time? Yes ___ (Refer to related goal(s), objective(s), and/or service(s) _______________ No ___ Why Not?__________ _______________	Specialized transition services or planning needed to ***develop employment objective(s)** at this time? Yes ___ (Refer to related goal(s), objective(s), and/or service(s) _______________ *No ___ Why Not?__________ _______________	Specialized transition services or planning needed in ***developing adult living objective(s)** at this time? Yes ___ (Refer to related goal(s), objective(s), and/or service(s)) _______________ *No ___ Why Not?__________ _______________
Transition instruction needed toward this outcome at this time? Yes ___ (Refer to related goal(s), objective(s), and/or service(s) _______________ No ___ Why Not?__________ _______________	Transition ***instruction** needed toward this outcome at this time? Yes ___ (Refer to related goal(s), objective(s), and/or service(s) _______________ *No ___ Why Not?__________ _______________	Transition ***instruction** needed toward this outcome at this time? Yes ___ (Refer to related goal(s), objective(s), and/or service(s) _______________ *No ___ Why Not?__________ _______________
Community experiences needed toward this outcome at this time? Yes ___ (Refer to related goal(s), objective(s), and/or service(s) _______________ No ___ Why Not?__________ _______________	***Community experiences** needed toward this outcome at this time? Yes ___ (Refer to related goal(s), objective(s), and/or service(s) _______________ *No ___ Why Not?__________ _______________	***Community experiences** needed toward this outcome at this time? Yes___ (Refer to related goal(s), objective(s), and/or service(s) _______________ *No ___ Why Not?__________ _______________

*** Federal regulations require these to be addressed on all IEPs for transition: development of post-school employment and adult living objectives, needed transition instruction services, and needed transition community experiences; "no" transition services recommendations in these areas must be justified.**

Appropriate for inclusion on the IEP for some students (not required for all) are:

Functional vocational evaluation services needed at this time? (Refer to related goal(s), objective(s) or service(s)
Independent living skills services needed at this time? (Refer to related goal(s), objective(s) or service(s)

SAMPLE

PAGE ___ OF ___
Student's name_______________

DIVIDUAL EDUCATION PROGRAM TRANSITION PLANNING SECTION (OPTIONAL BASED ON INDIVIDUAL STUDENT NEEDS) - INKAGE WITH ADULT SERVICES - TO BE COMPLETED NO LATER THAN THE STUDENT'S LAST SEMESTER IN SCHOOL AND EARLIER WHEN APPROPRIATE.

DAY'S DATE_______________ ANTICIPATED GRADUATION OR SCHOOL EXIT DATE___________________________

- TO ASSIST IN ACHIEVING POST-SECONDARY EDUCATION OUTCOMES, GOALS, AND OBJECTIVES ___________________ WILL BE REFERRED TO THE FOLLOWING POST-SECONDARY AGENCY(S) OR ORGANIZATION(S) (identify contact person if known):

RESPONSIBLE FOR REFERRAL

____

____

ANTICIPATED SERVICES NEEDED INCLUDE:

____

____

- TO ASSIST IN ACHIEVING POST-SECONDARY EMPLOYMENT OUTCOMES, GOALS, AND OBJECTIVES ___________________ WILL BE REFERRED TO THE FOLLOWING POST-SECONDARY AGENCY(S) OR ORGANIZATION(S) (identify contact person if known):

RESPONSIBLE FOR REFERRAL:

____

____

ANTICIPATED SERVICES NEEDED INCLUDE:

____

____

- TO ASSIST IN ACHIEVING POST-SECONDARY ADULT LIVING OUTCOMES, GOALS, AND OBJECTIVES ___________________ WILL BE REFERRED TO THE FOLLOWING POST-SECONDARY AGENCY(S) OR ORGANIZATION(S) (identify contact person if known):

RESPONSIBLE FOR REFERRAL:

____

____

ANTICIPATED SERVICES NEEDED INCLUDE:

____

____

MINNESOTA

Minnesota Transition Systems Improvement Initiative

Presenters: Stephanie Corby
Sandra Thompson

Minnesota Department Of Education
Interagency Office On Transition Services
924 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-5660
(612) 296-2094 (TDD/TTY)

OVERVIEW

Minnesota has many services to help young adults with disabilities create the kind of future they want. The State Transition Interagency Committee and more than 70 Community Transition Interagency Committees work with agencies and groups throughout the state to improve services for young adults in transition from school to adult life.

This brochure is one in a series about Minnesota's transition services. The other brochures are listed below. You can get a copy of any of these brochures by contacting the Interagency Office on Transition Services.

A Model of Interagency Collaboration

An overview of the transition process experienced by young adults.

Division of Rehabilitation Services

Information for Youth and Young Adults on Jobs and Related Counseling and Training.

State Services for the Blind

Information for youth and young adults on services for persons with blindness and visual impairment.

Special Education Programs and Services

Information for educators and families on transition planning through local schools.

County Social Services

Information on case management and support services for youth and young adults with disabilities.

Vocational Education Programs and Services

Information for youth and young adults on vocational programs and services.

Transition
From School to Adult Life

Minnesota's Vision for Transition:

"We value the power held by individuals, families, and communities as a means for providing everyone meaningful work, desirable living conditions, and opportunities for friendships and recreational pursuits, and we desire dynamic inclusive communities that provide lifelong learning to enhance the lifestyle of all people."

For More Information about Transition:

You can get information about transition services in your community from members of your Community Transition Interagency Committee (CTIC). To find out who the chairperson of your local CTIC is, or for general information call:

Minnesota Department of Education
Interagency Office on Transition Services
924 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-5660 Voice
(612) 296-2094 TDD/TTY

This publication was funded by OSERS grant to the Minnesota Departments of Education and Jobs and Training #H158A1001 "Statewide Strategies for Improving the Delivery of Transition Services for Youth with Disabilities and Families in Minnesota."

Printed on recycled paper

Preparing for Adult Life

Life Planning Information for Youth and Young Adults With Disabilities

Transition
From School to Adult Life

Plan and Prepare Now
for Life After High School

Think about how you want your life to look in a year, or in five years, or in ten years. What kind of picture do you see? What kind of home do you live in? What kind of job or school do you go to? What do you do for fun? Are there friends and family in the picture?

Planning your life is like painting a picture. First you imagine what you want it to look like, and then you start creating it. The first step in creating your future is to make some plans and choices now.

Making a plan

You should start planning for your life after high school by the time you reach 9th grade or age 14. You will do this by working with adults to include plans for your future in your Individual Education Plan. The adults who will help you do this are teachers, school counselors, your family, county social workers, counselors from the Division of Rehabilitation Services, and other professionals. These people will work with you to help you decide what your future should look like. They will also help you get the right classes and services to meet your needs.

As you make your Individual Education Plan you will need to understand your disability. You will need to think about what you are good at, what is hard for you, and what you need help with. Knowing these things about yourself will help you make a plan that you can follow to create the life you want.

Your teachers will tell you when your planning meetings will happen. Remember, the Individual Education Plan is your plan for your life. So, go to the meetings and tell your planning team what you want and need. Tell them how you want your life to look.

Keeping a personal file

When you plan your future, it is important to keep written information about your skills, your interests, your needs, and anything else that tells about who you are. Ask your teachers to help you make a file of your personal information. This will include copies of your Individual Education Plan, any tests you took to find out what your interests and abilities are, your medical records, letters of recommendation, and your resume. As you get close to graduation you will share this information with people who can help you get the job, housing, and other things you want and need.

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Making choices

Part of creating the life you want is learning to make choices that help you get what you want and need. One choice you will have to make many times is the choice to stand up for yourself and ask for what you need. This is called being assertive. Being assertive means that you tell people what you are thinking and feeling, and what you would like to do. You can practice doing this now in school, at your planning meetings, and with your family. Being assertive does not mean that you yell at people or that you always get your own way. It does mean that you speak up for yourself instead of being silent.

Getting help

When it is time for you to leave high school and begin your adult life, you can get advice and help from many groups, including:

ACT (Advocating Change Together)
1821 University Avenue West
St. Paul, Minnesota 55104
(612) 641-0297

Disability Rights Alliance
1821 University Avenue, Suite 284
St. Paul, Minnesota 55104
612-645-8922 (Voice, TDD)

PACER Center
4826 Chicago Avenue South
Minneapolis, Minnesota 55417
(612) 827-2966 or (800) 537-2237

Centers for Independent Living
(612) 296-5085 or (800) 328-9095

Also, the Minnesota State Council on Disability can give you names of groups that specialize in your disability, call (612) 296-6785 (Voice, TDD) or (800) 652-9747 to get this information.

Transition in Minnesota

What's Working

Spring 1994

Changing Roles

Teachers, Students Plan Future Together

Transition is like going on a trip. I need to know where I am going before I can figure out what to pack. Likewise, high school students need to have some ideas about what they want their future to look like before they can figure out what they need to work on this year - before developing annual IEP goals and objectives. The most exciting trend I see in transition this year is that of teachers assisting students in looking at the future and selecting adult goals based on student interests and skills. This is a new role for many teachers and students.

So, how are teachers responding to this new collaborative planning process? Following are some statements by teachers who are learning how to assist students in planning for their transition:

- It was hard to listen to what the student wanted. I wanted to break in and tell him what he wanted and do it myself. Then I found that my ideas were wrong.
- I loved doing transition assessment interviews with kids. It even worked with teenagers who never seriously talked about their future with anyone. At first most responses were, "I don't know - no one ever asked me." Then they realized that this was their life - it was very empowering. Transition planning isn't just a test or assessment, but an opportunity to really lead into what classes and support a student takes. It also leads into motivation to be a self-advocate, and helps teach students how to be assertive.
- One student thought she would need only minimal support in post-secondary education, but we knew she needed more. She was used to the continuous support she gets in high school and had no idea that it will not be there after she graduates. We have since spent a lot of time discussing future support and getting signed up for services.
- We realized that we needed to take a new look at the course planned for this 15 year old student. We had planned for a lot of reading, but through a transition planning interview we found that this student is very interested in working on computers and wants to go into that area at a technical college. This changed our focus and the classes this student will take.
- One student's parents felt so hopeless before and made statements like, "His sister is going on to college, but where will he go?" They were more focused on his problems, his deficits. Transition planning has helped them to see that he does have some skills and there is lots of support available.

There are several transition assessment interviews available to teachers for use in transition planning. For a comprehensive listing, see the Interagency Office on Transition Services' publication, "Identifying Individual Transition Needs," available through Minnesota Education Services at (612) 483-4442 or (800) 652-9024.

Contributed by Sandy Thompson, Transition Coordinator, Minnesota Department of Education

Improving Teamwork

When a Community Transition Interagency Committee (CTIC) is formed, effective teamwork and collaboration evolve slowly and require time and commitment from everyone. Committees that accomplish their goals do so because they realize the importance of strategies for guiding group interactions and activities.

Within groups, tasks must be initiated and completed in a manner that increases the ability of the members to work together. Some questions CTICs can ask themselves in evaluating the quality and effectiveness of interactions between members are these:

- Do *all* members participate on a *regular* basis?
- Does the group have constructive ways to relieve tension?
- Does the group facilitate communication among its members?
- Does the group continually evaluate its emotional climate?
- Do members give up some degree of personal control when necessary for the good of the group?
- Does the group invest considerable time and effort in planning?

If your CTIC is finding that these issues are interfering with its effectiveness and would like ideas for addressing them, contact Pam Hunt, Transition Assistance Project, Institute on Community Integration, (612) 625-3863.

Published by the Transition Technical Assistance Project, a joint project of the Institute on Community Integration (UAP) in the University of Minnesota's College of Education, and the Minnesota Department of Education, Interagency Office on Transition Services.

UNIVERSITY OF MINNESOTA

Project LOTS: Connecting Families and Organizations

Linking Organizations for Transition Success (LOTS) is the title of a new project at PACER Center, Inc. to improve the quality of life for young adults with disabilities. Project LOTS aims to build the capacity of advocacy, disability, community, and cultural groups in Minnesota by providing information and assistance for young adults with all types of disabilities and their families as they make the transition from high school to adult life. It is funded through Minnesota's Transition Systems Improvement Initiative at the Departments of Education and Jobs and Training.

Project LOTS is based on the premise that families are most comfortable using resources close to home. When seeking help or information, people usually approach organizations that have helped them in the past. Or they may seek local individuals known to be informed and effective advocates or leaders. Therefore, Project LOTS will:

- Identify community groups, parents, advocates and other individuals who provide or wish to provide transition services and information to youth with disabilities and their families.
- Enable these organizations and individuals to assist families by providing them with regional technical assistance, consultation and training sessions.
- Identify young people with disabilities to serve as role models for students in transition from school to adult services.

Project LOTS will build on other transition, empowerment, self-determination and collaborative initiatives of the state. It will do this, says project coordinator Jane Johnson, by focusing its outreach, consultation and training efforts on linking consumers, community organizations and families with the Community Transition Interagency Committees (CTICs) in their regions. Activities will reinforce and cultivate the capacity of CTICs, organizations, and individuals to advocate for enhanced transition service in their communities.

Project LOTS will involve the five Transition Systems Improvement Initiative demonstration sites: Rum River Special Education Cooperative in Cambridge, Benton-Stearns Education District in St. Cloud, Red Wing Central High School, Minneapolis Public Schools, and Mid-State Education District in Little Falls. In early 1994 the project will identify and survey organizations and groups that provide (or could provide) transition information and services. Trainings and production of materials to address their needs will begin later in the spring.

For more information about Project LOTS or to be sure your organization or group is informed about participating, contact Jane Johnson at PACER Center, (612) 827-2966 (v/TDD) or (800) 537-2237.

Contributed by Jane Johnson, Project Coordinator, Project LOTS, PACER Center; reprinted with permission from PACESETTER, January 1994

Students Get Job Training Assistance

Students in four school districts will benefit from a new initiative developed by the East Range Secondary Technical Center and the Northeast Minnesota Office of Job Training. Virginia, Mountain Iron-Buhl, Eveleth-Tilbert, and Mesabi East students in grades nine through twelve who are experiencing scholastic difficulties will receive special counseling services funded under the federal Carl Perkins Education and Job Training Partnership Acts.

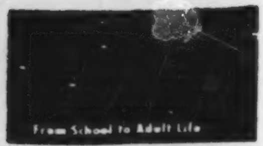
Kelly Kennedy of Virginia has been hired by the Northeast Minnesota Office of Job Training as a counselor to assist students 14 through 18 years old who have problems with delinquency, substance abuse, teen parenting, or school failure. Working as a team member with school counselors, instructors, administrators, and parents, Kennedy will use vocational assessments, assist with class selection, and motivate students to stay in school. Her assistance in identifying personal strengths, abilities, interests, and a personal career path is expected to help students recognize the benefits of staying in school to achieve career goals. Kennedy also will use job shadowing and transition-to-work experience to demonstrate the benefits of school attendance.

Kennedy is enthusiastic about helping young people: "Most young people have a high probability of maturing into responsible adults," she says. "A certain group, however, have limited potential for becoming productive adults because they are at high risk of encountering problems in school, at home or in their communities. The biggest choice young people have is what they want to do for the rest of their lives. We can help them make that choice and help set them up for success," she says. With a master's degree in counseling and teaching experience in the Virginia and Eveleth-Gilbert schools, Kennedy joins 12 training specialists employed by the Office of Job Training who are working with youth, unemployed, unskilled or dislocated workers throughout the seven counties of Northeastern Minnesota.

For more information contact Ray Garmarker, Supervisor, Northeast Minnesota Office of Job Training, (800) 325-5332.

Reprinted with permission from Duluth News-Tribune, Thursday, December 2, 1993, page 6E

TRAINING



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◆ **REGISTRATION**

TRANSITION SUMMER INSTITUTE

MaKing A Difference TOGETHER

◆

◆ Mankato State University
June 28-30 1994

◆ Bemidji State University
July 13-15, 1994

Transition planning is the process of making hard choices for near and distant futures. It is planning for the next school year, life after high school, and life after college. We would like to invite you to explore the process of transition and celebrate future opportunities for young adults with disabilities.

Registration is limited to allow for balanced participation between students, family members, and professionals so make sure you register right away.

n't miss this
portunity!

You are invited to attend if you are

- ◆ a high school student or young adult with a disability (age 14-25)
- ◆ a family member, friend, or advocate of a high school student or young adult with a disability; or
- ◆ an educator or adult service provider who assists young adults with disabilities in planning and preparing for their adult lives.

Goals of the Summer Institute

- ◆ to develop a deeper understanding of the transition planning process;
- ◆ to plan for near and distant futures;
- ◆ to increase knowledge of and skills to access community resources; and
- ◆ to engage in frank discussions of the hard choices we all must make when planning for the future.

◆ Registration Fee

Included in your $60 per participant registration fee is two nights lodging in the campus residence halls, all meals and materials. We encourage you to reside on campus during the summer institute, but your fee will be adjusted if you choose to make other arrangements for a place to stay.

STUDENT EMPOWERMENT

RSEQ

Volume 13, Number 1

Rural Special Education Quarterly

Topical Issue:
Transition in Rural
America

ACRES — American Council on Rural Special Education

Promoting Post-secondary Education For High School-Aged Youth With Disabilities: A Model of Empowerment

Robert J. Miller
Mankato State University
Special Education and Rehabilitation
Stephanie Corbey
Minnesota Department of Education
Interagency Office of Transition Services
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Mankato State University
Department of Computer Science

Abstract

Youth with disabilities are not realizing enrollment in post-secondary education at the same rate as their nondisabled peers. In rural Minnesota an attempt was made to increase the likelihood that youth with disabilities from rural communities would participate in post-secondary education. A conference for secondary youth with disabilities and their teachers was sponsored by a collaboration of state and local agencies, private business, organizations, and post-secondary institutions. The role of young adults with disabilities that were involved in a variety of post-secondary education institutions was a significant factor in the result of an increased number of youth with disabilities envisioning a future that includes post-secondary education after participating in the conference.

Participation in education after high school is more important today than ever before. Increasing sophistication in the workplace, changes in technology, and increasing societal expectations of what constitutes an adequate education all interact to make post-secondary education important to all persons. In the 1950's, 60 percent of all jobs were unskilled and required no education beyond high school. These jobs were relatively high paying for the low skill level requirements (Daggett, 1991). Unskilled employment is projected to fall to approximately 15 percent of the work force by the year 2000 (Business Council, 1990). As a result of these changes in the work environment, the *American Dream* will be ever more directly related to the participation and training of all youth in post-secondary education.

Unfortunately, too few students with disabilities are choosing to continue their education after high school. According to the National Longitudinal Transition Study of 8000 students between the ages of 13 and 23 who were in special education programs between the 1985-1986 school year, Wagner (1989) reported fewer than 15 percent of students leaving school who were out of school more than one year were reported by their parents to have participated in post-secondary education. This compares to between 50 to 56 percent of students without disabilities. Young adults with disabilities are significantly underrepresented in postsecondary education and these figures may help to explain the poor after-high-school life adjustment of students with disabilities.

Why are so few persons with disabilities choosing to participate in post-secondary education? The literature in self advocacy for students with disabilities suggest several reasons. *First*, students may have a lack of knowledge regarding post-secondary education. Because of past history of educational failures, many students may assume they are not capable of continuing their education beyond high school (Ness, 1989). As a result, students may have never explored post-secondary education as an option for themselves and many may not be aware that many post-secondary schools have support services of students with disabilities on their campus.

Second, students may not have the knowledge or skills to identify and request the accommodations they need to be successful in the post-secondary setting. Students must be familiar with the educational accommodations that they will need to be successful in post-secondary education settings. They must be willing to request and sometimes demand appropriate educational accommodations in the post-secondary setting.

Third, too often students with disabilities take curriculum tracks in high school that do not prepare them for participation in post-secondary education. Students need to know what kinds of courses are required to attend different types of post-secondary educational

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institutions. Curriculum choices that effect one s ability to attend college begin as early as age 14 and students with disabilities are not particularly good at future planning. Goyette and Nardine (1985) found 75 percent of students identified as learning disabled left high school without any plans for the future.

Self-knowledge is power. In order to learn to advocate for their own interests in post-secondary education settings, students must learn to discuss their own educational strengths and limitations. They must be able to discuss the educational ramifications of their disability (Valenti, 1989). Students must understand their rights and responsibilities under the law, including Section 504 of the Rehabilitation Act, Carl D. Perkins Vocational and Applied Vocational Education Act, and the Americans with Disabilities Act (Aune & Ness, 1993). Students must be willing and able to identify themselves as a person with a disability in order to obtain important support services on college campuses. Self-identification and documentation of disability are a requirement for support services on most college campuses.

To address the needs of high school-age students with disabilities to increase their levels of participation in post-secondary education, the Minnesota Department of Education, Interagency Office on Transition and Mankato State University decided to offer students receiving special education services from throughout the state of Minnesota a conference specifically designed for them. The central themes of this one day conference were student empowerment and information dissemination

The *Rocketing Into the Future* conference was a statewide conference designed as a tool to begin to address the issue of participation of students with disabilities in higher education for students from both rural and urban communities. The conference was designed to bring together: (a) students with disabilities who had been successful in post-secondary education; (b) representatives of Minnesota Private Colleges, the University of Minnesota, Community Colleges, the State Universities of Minnesota, and Technical Colleges; and, (c) secondary-age students with disabilities who wanted to find out more about their participation in post-secondary education. The conference goals included: (a) enabling and empowering students to plan to participate in post-secondary education; (b) engaging students in frank discussions of the skills they would need to be successful in post-secondary education; and (c) providing information regarding post-secondary education supports and options. The conference was held on the Mankato State University campus in Mankato, Minnesota

The conference was divided into four major components including a keynote speaker, break out sessions facilitated by college-aged students with disabilities, lunch and tours of the university campus for conference participants and break out sessions with representatives of various post-secondary education institutions. During the *first* component, the keynote speaker was an extremely motivational speaker with a physical disability caused by a football accident during high school. This individual discussed issues of self-determination and strategies to successfully address one s own disability. He stressed that attitude was a major factor in how life's events are perceived.

The *second* component of the conference consisted of six break-out sessions facilitated by college-age students with disabilities. These young men and women provide role models for secondary students to envision themselves in post-secondary education. Group discussions by the presenters focused on three key issues of self-determination empowerment and information dissemination:

- How do you get admitted to and stay in the college of your choice?
- What skills do you really need to get in high school to succeed in post-secondary education? and
- What kinds of supports and challenges should students with disabilities expect at college?

Three of the six speakers had completed programs or were participating in technical college training programs. Three of the six speakers had recently completed or were participating in four year college programs at publicly funded institutions. One of the six speakers was currently enrolled in a Minnesota community college. Three of the six speakers had varying types of physical disabilities and the other three speakers had participated in programs for students with learning disabilities during high school. Each of these six presenters was paid an honorarium to present at the conference.

The third component of the day was lunch and tours of the university campus. The conference planning committee believed that secondary-age students with disabilities could benefit from the opportunity to explore the campus and interact with college-age students during an unstructured lunch time. As such, a one and one half hour lunch was provided for conference participants. The Student Council for Exceptional Children, Chapter 580, an organization of college students training to become teachers of students with disabilities, provided tours of the campus and were available to socialize during lunch with conference participants and answer questions regarding university life.

During the *fourth* component, student participants had the opportunity to attend three different 45 minute discussions regarding the type of educational institutions in which they were most interested. They also could choose to examine community resources (e. g., Social Security, Rehabilitation Services) which could provide the supports needed to participate in post-secondary education. For these informational sessions, student participants were encouraged to bring specific questions to ask post-secondary education personnel. The conference program also included sample questions to ask providers:

- What kinds of courses does this system offer?
- What support services can you expect on campus?
- How do you apply to participate?
- Who do you see about your disability to get the services you deserve?

Method

Procedures

Two thousand copies of the registration brochure discussing the conference were sent to a broad array of secondary special educators, transition specialists, and directors of special education from throughout the state of Minnesota. The initial plan was to limit conference registration to the first 150 student participants (plus teacher or counselors) and to a maximum of 10 students per high school. The limited number of participants per high school was instituted in order to provide the opportunity of attendance from a broad array of rural and urban students with special education needs from many different communities.

A Pre-Post conference questionnaire was developed for secondary students participating in the conference. The purpose of the questionnaire was to explore (a) the attitudes of students regarding post-secondary education, (b) the readiness of students to advocate for themselves in post-secondary education, (c) the willingness of students to request accommodations and discuss their disability to get the services they deserve in the post-secondary education setting. The instrument was divided into three sections. Section one included statements regarding crystallization of interest in post-secondary education and statements of empowerment necessary to be successful in post-secondary education. Students were asked to read each statement and circle the response that best represented their feelings regarding each statement. Students were provided a Likert type scale from 1 = strongly disagree (with the statement), 2 = disagree, 3 = neutral, 3 = agree, and 5 = strongly agree (with the statement). Section two consisted of demographic information regarding the student's age, grade in high school, and disability. Section three consisted of two questions. Question one was an open-ended question, "What is your biggest concern regarding attending college?" Question two asked students to identify the type of college that they were anticipating attending after high school.

Each teacher registering students for the conference was sent the number of pre-conference questionnaires that corresponded to the number of students that they had registered for the conference. The teachers were asked to have their students complete the pre-conference questionnaire before any discussion took place regarding the conference. Teachers were asked to bring the completed questionnaires to the conference and turn them in as a portion of the registration process.

Each teacher was given the post-conference questionnaires at the time that the pre-

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conference questionnaires were collected during the conference registration process. A cover letter was included regarding the post-conference questionnaire. Teachers were asked to have their student conference participants complete the post-conference questionnaires as soon as possible following the conference and preferably the day after their return to school. Finally, teachers were asked to mail the completed post-conference questionnaires to the researchers.

Participants

Because of the great interest in the conference the planning committee ultimately accepted 191 student participants and 37 teachers and support staff for an anticipated total conference attendance of 228 participants plus presenters and conference staff. This represented participation from 26 high schools from throughout Minnesota. Of these 26 high schools, 12 (46.2%) of the preregistrations were from rural schools located in communities of less than 2,500 population. Eighty-three (43.5%) of the 191 students registered for the conference were from these rural schools.

Nearly two in every three schools (65.38%) participating in the conference arrived with less students than the number for which they had registered. Total number of students that arrived the day of the conference was 156 or 81.67% of the total number of students registered. Of the total student participants, 72 (46.2%) were from rural schools and 84 (53.8%) were from urban schools.

One hundred twenty three students of the 156 student conference participants (78.8%) completed the pre-conference questionnaires. Students ranged in age from 14 to 20 years of age with the mean age of student conference participants at 17.09 years of age and a mean grade level of 11.05. Post-conference questionnaires were gathered from 103 of the 156 (66.0%) student participants. The mean age of the 103 students completing the post-conference questionnaire was 17.35 with a mean grade level of 11.18.

Results

Of the 123 students who completed the pre-conference questionnaire, nearly half (48.8%) were undecided as to the type of post-secondary education institution that they were planning to attend after completing high school. Of the students that identified the type of post-secondary education institution that they anticipated attending, 49 participants (39.8%) identified their planned participation in a 2-year vocational/technical college. Six participants (4.9%) identified their intent to attend a 4-year state university. Four participants (3.3%) identified a 2 year community college. Three participants (2.4%) suggested they would be attending private 4 year colleges and one participant (0.8%) identified their intent to attend the University of Minnesota.

Following the one day conference a higher percentage of students identified the type of college which they would be attending after high school. Forty-eight participants (46.6%) of the 103 students completing the post-conference questionnaire identified the 2-year vocational/technical college as the type of college that they would be attending. Persons who were *undecided* dropped to the second most often answered foil on the post-conference questionnaire. Forty-two participants (40.8%) of the group were still undecided. Eight participants (7.8%) identified a 4-year state university as their destination after high school. Two participants (1.9%) identified the 2-year community college as the type of college that they would be attending. Two participants (1.9%) also identified the University of Minnesota after having attended the conference.

Table 1 presents the pre-conference and post-conference student responses to statements of empowerment and self-determination related to success in post-secondary education. For each of these statements, students were asked to circle the number on a five point Likert scale that best represented their feelings toward each statement from 1 = strongly disagree to 5 = strongly agree. Each student could also choose to circle NA if they believed the statement to not apply to them.

Statement one in Table 1 is an affirmative statement that suggests that the student could describe the educational impact of their disability to someone else. Prior to the conference, 44.7 percent of the students completing the questionnaire agreed or strongly agreed with

Table 1: Summary of Workshop Questionnaires for Student Participants.

		N/A	1	2	3	4	5
1) I can describe the educational impact of my disability to someone else.							
Pre-Workshop	Number	7	3	18	40	37	18
(n = 123)	Percent	5.7	2.4	14.6	32.5	30.1	14.6
Post-Workshop	Number	0	5	10	24	36	28
(n = 103)	Percent	0	4.8	9.7	23.3	35.0	27.2
2) I can describe to someone the types of classroom accommodations I will need in the postsecondary education classroom.							
Pre-Workshop	Number	7	3	9	35	40	29
(n = 123)	Percent	5.7	2.4	7.3	28.5	32.5	23.6
Post-Workshop	Number	0	4	5	22	41	31
(n = 103)	Percent	0	3.9	4.9	21.3	39.8	30.1
3) I am currently familiar with the accommodations I plan to use in postsecondary school.							
Pre-Workshop	Number	7	8	18	44	30	16
(n = 123)	Percent	5.7	6.5	14.6	35.8	24.4	13.0
Post-Workshop	Number	0	4	5	35	34	25
(n = 103)	Percent	0	3.9	4.8	34.0	33.0	24.3
4) I will identify myself as a person with a disability in order to get the support services I deserve in postsecondary education.							
Pre-Workshop	Number	6	8	8	35	43	23
(n = 123)	Percent	4.9	6.5	6.5	28.4	35.0	18.7
Post-Workshop	Number	0	3	6	26	34	34
(n = 103)	Percent	0	2.9	5.8	25.2	33.0	33.0
5) I know how to get financial assistance for postsecondary education.							
Pre-Workshop	Number	4	17	24	44	23	11
(n = 123)	Percent	3.3	13.8	19.5	35.8	18.7	8.9
Post-Workshop	Number	1	5	12	34	29	22
(n = 103)	Percent	1.0	4.8	11.6	33.0	28.2	21.4
6) My disability will inhibit me from reaching my postsecondary goals.							
Pre-Workshop	Number	6	39	32	24	13	9
(n = 123)	Percent	4.9	31.7	26.0	19.5	10.6	7.3
Post-Workshop	Number	0	30	18	25	14	16
(n = 103)	Percent	0	29.1	17.5	24.3	13.6	15.5

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this statement. After the one day conference, nearly two thirds (62.2%) of the students that completed the post-conference questionnaire agreed or strongly agreed that they could describe the educational impact of their disability to someone else.

Statements two and three in Table 1 are statements regarding the student's ability to describe needed classroom accommodations and the student's perceptions of their current level of familiarity with accommodations that they will be using in the post-secondary school. Prior to the conference, 56.1 percent of the students completing the questionnaire agreed or strongly agreed that they could describe to someone the types of classroom accommodations that they would need in post-secondary education. Following the conference, nearly seven of ten (69.9%) persons who completed the post-conference questionnaire agreed or strongly agreed with this statement. Less than four in ten (37.4%) of students completing the pre-conference questionnaire agreed or strongly agreed that they were currently familiar with accommodations they would be using in post-secondary school. Following the conference, 57.3 percent of students completing the post-conference questionnaire agreed or strongly agreed that they were familiar with accommodations that they would be using in post-secondary education.

Statement four on Table 1 asked the student if they would be willing to identify themselves as a person with a disability to get support services in post-secondary education. Students completing the pre-conference questionnaire agreed or strongly agree with this statement 53.7 percent of the time. Nearly two thirds (66.0%) of the students completing the post-conference questionnaire agreed or strongly agreed that they would identify themselves as a person with a disability to get the services they deserved.

Statement five on Table 1 asked student conference attendees to rate their level of knowledge regarding how to obtain financial assistance to attend post-secondary education. Prior to the conference 27.0 percent of these individuals agreed or strongly agreed that they knew how to access financial assistance for college. Fifty-one of 103 students (49.6%) completing the post-conference questionnaire agreed or strongly agreed with this statement.

Statement six on Table 1 asked conference attendees to identify the degree to which their disability would inhibit them from reaching their post-secondary goals. Prior to the conference 17.9 percent of participants completing the questionnaire agreed or strongly agreed that their disability would inhibit them from reaching their post-secondary goals. After the conference, participants were more likely to perceive their disability as an inhibitor. Nearly three in ten (29.1%) of participants agreed or strongly agreed that their disabilities would inhibit their ability to reach their post-secondary goals.

Discussion

The *Rocketing into the Future* conference held in south-central rural Minnesota provided the opportunity for the participants to plan for a future that includes post-secondary education. The evaluations demonstrated that this experience affected the way that these youth with disabilities viewed their ability to partake in post-secondary education. After participating in the conference, students increased in their perceived ability to describe the educational impact of their disability to someone else. Participants increased in their perception of their ability to describe classroom accommodations they would need in post-secondary education. Participants increased in their level of familiarity with accommodations they planned to use in post-secondary education. Participants increase in their understanding of how to access financial assistance to attend post-secondary education. Student participants increase in the likelihood that they would identify themselves as a person with a disability to get the support services they deserved in the post-secondary educational setting. These changes are informational (familiarity with accommodation strategies) and attitudinal (willingness to identify one's self as a person with a disability). All of these changes are basic to the ability of students to advocate effectively for themselves in preparation of participating in a college environment after high school.

One of the goals of the conference was to assist students to crystallize their interests in attending college and choosing the type of post-secondary institution that they were planning to attend. While a large percentage of

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conference attendees were undecided as to which type of institution they would attend both before and after the conference a large segment of student participants identified vocational/technical schools as the colleges they would choose to attend after graduation. In the pre-questionnaire 39.8 percent of the population specifically identified the 2-year vocational/technical colleges. After the conference, nearly half (46.4%) of the total population stated their intent to attend vocational/technical colleges. Prior to the conference, less than one in ten (8.1%) of the subjects completing the pre-conference questionnaire specifically identified their intent to attend a 4-year college or university (e.g., state university, private college, University of Minnesota). Following the conference 10.7 percent of the population identified their intent to attend a 4-year college or university. The finding that such a large percentage of students are looking to attend the vocational/technical college is consistent with other findings. In a study of post-secondary education participation of students with learning disabilities in the state of Iowa, Miller, Snider, and Rzonca (1991) found that only 5.6 percent of graduates with learning disabilities choosing to attend post-secondary education chose to attend four-year colleges or universities in the year after high school.

One of the most interesting findings of the conference evaluation was that participation in the conference increased student perception that their disability would inhibit them from reaching their post-secondary education goals. It is the hypothesis of these researchers that this finding should be viewed as positive in nature. Conference participation provided students with a realistic view of what it is like to have a disability on a college campus. In addition, students were provided with a realistic view of the challenges of attending college. While accurate information is empowering, it also can provide a picture of the challenges ahead. Participation in education after high school is challenging for all youth and perhaps even more challenging for students with disabilities.

This conference provided a format for group advocacy for students with disabilities to explore post-secondary education. Advocacy has been used effectively by organized constituencies to gain power (Cook, 1975). It is the hope of the researchers that persons with disabilities will *gain power* thorough this type of conference activity. The conference format combines disability, success, empowerment, and information dissemination as components to assist students to advocate for themselves. The Minnesota Department of Education Interagency Office on Transition and Mankato State University are working collaboratively to expand this conference to a yearly endeavor and move the location throughout the state. It is our intent to assist students to rocket into the future.

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Transition
Planning
Folder

Transition
From School to Adult Life

____
Student Name

Transition Planning Folder

(Fill out with pencil)

Date I last updated this folder: ______________________________

Name: ______________________________ Birthdate: ______________

Address: ______________________________

Phone: ______________________ Social Security #: ______________

Guardian(s): ______________________________

High School: ______________________ School District: ______________

Graduation Date: ______________________ County: ______________

Advisor/IEP Manager: ______________________________

School Counselor: ______________________________

Other people who can help plan my transition

(for example: Division of Rehabilitation Services (DRS) counselor, County Case Manager, Support Service person from a college)

Name	**Agency**	**Phone**	**Current Status**
i.e. John Stone	*DRS*	*122-3456*	*referral completed*

Benefits I receive (check all that apply)

_____ Medical Assistance

_____ SSI (Supplemental Security Income)

_____ Medicaid

_____ PEL Grant

_____ AFDC (Aid to families with dependent children)

_____ General Assistance

_____ Other ______________________________

(6-93)

Future Adult Goals for Home Living

The number in each box below tells my interest and the amount of support I might need.
1 = none 2 = minimum 3 = moderate 4 = maximum

	Interest	Support
Live alone and independently		
Live with friends or roommates		
Live with parents or foster parents		
Live with other relatives		
Live with husband or wife		
Live in supervised setting		

Description of my disability(s) ______________________________

____

Therapy I have received ______________________________

____

Concerns I have about my health ______________________________

____

____

Medications I use

name of medication *how often I use it* *what I use it for*

____

____

____

Other transition related tests and inventories I have taken

date *name of test* *What I learned about myself*

____

____

____

Things I am good at

____

____

____

Things I like to do in my spare time

____

____

____

Transportation - how I get around ______________________________

Location of my social security card ______________________________

Registration # for selective service (males only) __________

Future Adult Goals for Jobs and Job Training

The number in each box below tells my interest and the amount of support I might need.
1 = none *2 = minimum* *3 = moderate* *4 = maximum*

	Interest	Support		Interest	Support
Part time employment			Large business setting		
Full time employment			Small business setting		
Indoor work			Near home		
Outdoor work			Within commuting range		
Sit down work			Work with people		
Active and physical work			Work alone		

Some jobs I might be interested in

Name of Job(s)	*Training I might need*

Work/Volunteer Experience I have had

Type of Job	*Employer*	*Paid or volunteer*	*Dates*

Vocational Tests and Inventories

Date	*Name of test*	*What I learned about myself*

Who I can get letters of recommendation from

Name	*Position*	*Phone*

Other Important Information

Future Adult Goals in Postsecondary Education and Training

The number in each box below tells my interest and the amount of support I might need.
1 = none *2 = minimum* *3 = moderate* *4 = maximum*

	Interest	Support		Interest	Support
2-year Community College			4-year College or University		
Community Education			Trade or Business School		
Technical College			Other		

Program of study I am interested in ____________________

Schools I have visited

Date	*Name of School*	*What I learned*

Schools I have applied to attend

Date	*Name of School*	*Status of application*

Entrance exams I have taken

Date	*Name of test*	*Score/Rank*

Financial aid I have applied for

Date	*Name of aid*	*Status of application*

I communicate best by

____ talking ____ writing ____ signing other____________

I learn best by

____ modeling ____ repeating ____ reading
____ hands-on ____ listening ____other____________

Accommodations and assistive technology that I use

____
____
____

My High School Coursework and Activities

Courses I have completed at each grade level (√ when passed)

9th grade	√	10th grade	√	11th grade	√	12th grade	√	12+	√

Total credits

Credits left

My best subjects in school have been

Extra-curricular activities (in and out of school)

Log of my IEP/transition planning meetings

Date	*√ if I attended*	*Date*	*√ if I attended*

Question #11: How can information about students be shared between schools and community agencies?

Information about students can be shared between schools and agencies if a student and his or her parents sign a release of information form, such as the sample below.

I hereby authorize each member of my transition planning team listed below to share information about me that each of them have with all of the other members of my team. I understand that this information is private and will be used for the purpose of coordinating services and developing a transition plan.

(examples)
Flat County School District
Division of Rehabilitation Services
Tri County Social Services
Productive Alternatives, Inc.
Tri County Public Health
Northwest Technical College

This authorization shall be valid until ______, 19____

Signature	Date
______________________________	_____
Signature of parent, guardian or witness	Date
______________________________	_____

TRANSITION PLANNING

- Desired adult outcomes;
- Present levels of performance;
- Special education needs;
- Annual goals; and
- Instructional objectives.

Sample forms that many used to record IEP information are included under Question 8 in Part 6.

Community Participation

In this example, Allison is 14 years old and has physical and health impairments.

Future Adult Goal: I want to be able to vote, go shopping on my own, keep up my own health care, and join some community clubs or organizations as an adult. I also want to travel in my community on my own.

Present Level of Performance: *Community Participation:* I can operate my electric wheelchair independently on flat surfaces. I have not had many chances to become very involved in community activities, but I am interested in becoming more involved in both school and community organizations. I have relied on my parents and older brother to take me places in their lift-equipped van.

Physical/Health Status: My parents take care of most of my health care needs, including giving me my daily medications, making all medical appointments, and speaking up for me to my health care providers.

Special Education Needs: *Community Participation:* I need to learn to choose and make plans to be part of school and community organizations. I also need to learn to use public transportation.

Physical/Health Status: I need to know more about my health care needs and learn to take care of them on my own.

Annual Goal #1: I will increase my participation in extra-curricular school activities from none to one per quarter by June, 1994.

Instructional Objectives:

1. Given a list of extra curricular activities, I will pick one activity to get involved in each quarter and will make an appointment to talk to the activity advisor ahead of time to figure out if I want to get involved and to discuss accessibility and accommodations. I will pick an activity at least two weeks before the beginning of each quarter, as monitored by my IEP manager.
2. Given a bus schedule and the right amount of change, I will get on the right universally accessible city bus, pay the fare, and get off the bus at a school or community activity with 100% accuracy by June, 1994, as monitored by my Orientation and Mobility instructor.

Annual Goal #2: I will increase awareness of and responsibility for meeting my own health care needs from little awareness and responsibility to a satisfactory understanding and independent self-medication by June, 1994.

Instructional Objectives:

1. Given weekly hour-long meetings with a peer counselor from the Center for Independent Living, I will be able to describe how my disability affects me physically with 90% accuracy by January, 1994, as monitored by my peer counselor and by my IEP manager.
2. Given a weekly medication schedule and sectioned pill box, I will self-administer daily medications with 100% accuracy as recorded by me and monitored by my parents and school nurse.

Jobs and Job Training

Sue is 20 years old and has moderate developmental disabilities.

Future Adult Goal: After having lots of jobs, I decided that I like and am best at working in an office with lots of people around.

Present Level of Performance: *Jobs and Job Training:* I have had six years of community vocational training during high school in the areas of office work, light industry, food service, and housekeeping. I have needed less help with each new job. I am most interested and best at working in office settings doing collating, labeling, and mailing. I need a lot of training when first beginning a job, but once I catch on, I am able to work mostly on my own with some help from my coworkers.

Functional Skills: I have independent personal care skills but still need work on keeping up a daily self-care routine quickly enough to make it to school or work on time.

Special Education Needs: *Jobs and Job Training:* Since this is my last year of school, I need to find a job and some support in an employment setting that will continue after graduation. Connections with adult support services need to be made so I can keep getting help on the job when I need it after high school.

Functional Skills: I need help learning to keep up a daily routine of independent personal care that can be completed in time for me to leave for school or work.

Annual Goal #1: During this final school year, I will apply for and be hired in a clerical employment position where I will progress in independence from full-time support to a daily check by school support personnel with support by co-workers as needed.

Instructional Objectives:

1. With the help of my transition team, I will look for a job near my home. When I find a job I like, I will increase independence on the job from 100% support to a daily check by June, 1994, as monitored by my work experience coordinator.

2. With the help of my parents and county case manager, I will meet with providers of employment support services and pick an agency to provide job support as needed after high school. This selection will take place by December, 1993.

Annual Goal #2:

I will increase my speed and consistency in my personal care routine from regularly forgetting some tasks and being too slow to get to school and work on time to completing all tasks daily and getting to school and work on time by June, 1994.

Instructional Objectives:

1. Given a laminated picture checklist of daily personal care tasks to complete, I will check off each task as completed, with 100% completion rate 4 out of 5 days per week by June, 1993, as monitored by my sister and special education teacher.

2. Given a kitchen timer, I will decrease the time it takes me to get ready for school and work in the morning from my current rate of two hours to one hour and 30 minutes, 4 out of 5 days per week by June, 1993, as monitored by my sister and special education teacher.

Home Living

In this example, Thomas is 16 years old and has severe developmental disabilities. Thomas does not communicate through speech, so members of his team are writing this plan on his behalf.

Future Adult Goal:

Thomas will continue to live with his family for a while after completing high school at age 21. He enjoys having his own room, surrounded by his own things; he also likes the company of people who are quiet and caring. We can tell this by the way Thomas relaxes and smiles when he is in his room and around his family and friends. He gets agitated when he has to share a room at his respite provider's home, when he is in the hospital, or when he is around loud people and strangers. A future living situation with a lot of people or with noisy people would not suit Thomas. At some point, Thomas' family hopes that he can share a quiet house or apartment with another man who is caring and quiet. From past training, it appears that Thomas will need continual support with personal and daily living activities throughout his adult life.

Present Level of Performance:

Thomas currently lives at home with his family and is learning to be responsible for his own personal care. He has learned some basic cooking skills (i.e., making juice, toast, and pizza), and can clean his room with some assistance. Thomas' parents would like to see him increase his independence around the house by choosing when and what to eat for a snack, preparing his own bag lunch, getting up and dressed on his own in the morning, and possibly learning to do his own laundry.

Special Education Needs:

Thomas needs to learn the following skills to increase his independence in home living: personal care and grooming, additional basic cooking, housekeeping, waking up to an alarm clock, dressing, basic laundry, and making choices when presented with more than two options.

Annual Goal #1:

Thomas will increase his skills in choosing and preparing snacks and simple meals from being able to select a food item when two items are set in front of him and preparing about five food items, to selecting a snack from the refrigerator or cupboard and preparing up to ten food items, including breakfast, snacks and a bag lunch.

Instructional Objectives:

1. Given a stocked refrigerator and cupboard, Thomas will select the snack of his choice after school on 4 out of 5 school days per week by the end of the school year as monitored by his mom and his teacher.
2. Given a stocked refrigerator and cupboard, Thomas will select and prepare at least five new breakfasts, snacks, and bag lunches with 80% accuracy by the end of the school year as monitored by his mom and his teacher.

Annual Goal #2: Thomas will increase his personal care skills from 50% accuracy to 80% accuracy and from three days a week to six days a week.

Instructional Objectives:

1. Given a picture list of personal care tasks and a toothbrush, toothpaste, comb, washcloth and soap, Thomas will complete all grooming tasks with 80% accuracy by the end of the school year as monitored by his mom and his teacher.
2. Given a calendar, Thomas will check off each day that he completes his grooming routine with 6 out of 7 days completed by the end of the school year as monitored by his mom and his teacher.

Post-secondary Education and Training

In this example, Jessie is 17 years old and has learning disabilities and a visual impairment.

Future Adult Goal: I want to work in the law enforcement field, maybe as a dispatcher. I plan to go to a post-secondary school that has training in law enforcement.

Present Level of Performance: I have shadowed a police officer and have been a police explorer for two years. I have visited several technical colleges and community colleges and have checked into housing and public transportation at each site. I keep track of all this information in my transition folder. I understand my personal strengths and weaknesses and have learned how to advocate for the accommodations I need to help me be successful.

Special Education Needs: I need to apply at the post-secondary schools I like the best, figure out how to pay for it, and work at getting the accommodations that will help me successfully complete the program.

Annual Goal #1: I will increase preparation activities for Fall, 1994 entry into a post-secondary setting that offers a program in my interest area from having visited several post-secondary sites to completing an application and being accepted into an educational setting, finding financial aid, and setting up accommodations by graduation this spring.

Instructional Objectives:

1. Given registration materials for post-secondary schools of interest, I will complete the necessary forms with 100% accuracy by the end of second semester as determined by my school counselor.
2. Based on my learning strengths and weaknesses, I will correctly list all the resources available at the post-secondary sites I am interested in before enrolling in my selected school program by the end of the second semester as determined by my advisor.
3. I will travel by city bus to the office of my State Services for the Blind counselor and meet with my counselor at least four times over the course of the school year for assistance in planning and funding my post-secondary education as monitored by my SSB counselor.

Recreation and Leisure

In this example, John is 15 years old and has emotional and behavioral disorders.

Future Adult Goal: I am not sure what types of recreation or social activities will interest me as an adult because I have just not given it much thought.

Present Level of Performance: *Recreation and Leisure:* I went to one school dance and I like to watch and do sports. I tried out for the school play but didn't make it.

Emotional/social Development and Behavior Skills: I get left out a lot because I never know what to say and sometimes I do "rude" things that turn people off. My mom is worried because I give in to "peer pressure" and then I get in trouble, like when I skip class and go cruising.

Special Education Needs:

Recreation and Leisure: I need to figure out what I like to do, get better at it, and get along with the other people involved.

Emotional/social Development and Behavior Skills: I need to learn what to say to people and how to resist peer pressure.

Annual Goal #1:

I will increase my awareness of recreation and leisure activities from "just not thinking about it" to making a list of things I like to do and want to get involved in as an adult.

Instructional Objectives:

1. Given a list of recreation activities, I will write down my interest and skill level in each one with 80% accuracy by the end of first trimester as monitored by my IEP manager.

2. Given the completed inventory of recreation activities, I will try out one new activity each trimester, decide what I like and don't like about each one, trying not to be too influenced by what my peers think, with 100% completion by the end of the school year as monitored by my IEP manager.

Annual Goal #2:

I will increase my ability to talk to people I have never met before from not knowing what to say to having a short, but confident conversation.

Instructional Objectives:

1. Given instruction in the "Social Skills Strategies," I will state the steps and behaviors with 90% accuracy by the end of first trimester, as judged by my IEP manager.

RESOURCES

Question #19: What are some written resources that are helpful for transition planning?

The following resources may be useful in the transition planning process:

"Begin the Between: Planning for the Transition from High School to Adult Life." (1992).

This guide reviews basic issues on successful transition from high school to adult and community living. It provides strategies for planning and an introduction to the adult service system. Free to parents of Minnesota high school aged children and young adults with disabilities; A small fee for others. Available through PACER Center, 4826 Chicago Avenue S, Minneapolis, MN 55417-1055. (612) 827-2955 (Voice and TDD).

"Community Transition Interagency Committee Yearly Summary." (1993).

This is the annual report on the status of CTICs in Minnesota, compiled for the Minnesota Department of Education by the Institute on Community Integration. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

Funding Services for Youth with Disabilities in Transition: Discover Minnesota's Possibilities (1993).

A resource for transition planning teams to use as a guide in determining how to fund the services and support needed to make a smooth and successful transition from high school to adult life. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

"IMPACT: Feature Issue on Family Empowerment." (Summer, 1992).

This 24-page newsletter focuses on the empowerment of families of persons with developmental disabilities. Professionals share strategies and models for a collaborative, respectful approach to service provision; families also share their experiences in seeking support and assistance from service systems that all too often undermine human dignity and family integrity. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

"IMPACT: Feature Issue on Transition." (1992).

This 16-page newsletter focuses on transition issues for young adults with disabilities. Included are articles related to transition policy, service needs, and strategies for designing effective transition programs. Profiles of students who have successfully made the transition from high school to adult life are also included. Available from the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

"Information for Parents of High School Students with Disabilities in Transition to Adult Life." (1993).

This booklet of information may be useful to families involved in transition planning; it was compiled by PACER Center for the Minnesota Transition Systems Improvement Initiative. Available from Minnesota Education Services, 70 W. County Road B-2, Little Canada MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

"Integrating Transition Planning into the IEP Process." (1992).

This guide shows how to incorporate transition planning into the IEP process and helps students become self-advocates. It describes skills needed for employment, community living, post secondary education and leisure activities. Sample IEPs are included. Available through the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

"Life Beyond the Classroom: Transition Strategies for Young People with Disabilities." (1992).

This book by Paul Wehman provides a comprehensive guide to planning and implementing transition services at the individual and local levels. The volume includes chapters devoted to the unique needs of youth from a number of different disability groups. Issues relevant to interagency teaming, working with families, secondary educational program design and development, and job development are addressed in detail. Available from Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-9945, or call 1-800-638-3775.

"Minnesotans Speak Out."(1992)

This is a summary of town meetings held throughout the state on the service delivery system for persons with developmental disabilities. The report includes recommendations and is available from the Governor's Planning Council on Developmental Disabilities, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155, (612) 296-4018.

"Mission: Independence." (1993)

A resource guide for strengthening the involvement of community education programs and services during the transition years. by Susan Young, Minnesota Community Education Association. Single copies available from the Interagency Office on Transition Services, Minnesota Department of Education (612) 296-5660.

"Rehabilitation Services: They're Working." (1992).

This 25-minute videotape describes the services available from the Minnesota Division of Rehabilitation Services. The referral process, eligibility criteria, individualized plan development, and other services are described. The video is available from the Division of Rehabilitation Services, 1210 East College Drive, Marshall, MN 56258, (507) 537-7280.

"Speak up for Health." (1992).

This 15-minute videotape is about young people who understand their health care needs, who value independence, and who speak out on their own behalf. In addition, it is about parents who recognize and support the need for knowledge and independence in the area of health care. Available from PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417, (612) 827-2966 (Voice and TDD).

"Speak up for Health: A Handbook for Parents." (1992).

This publication focuses on preparing adolescents with chronic illness and disabilities for independence in health care. It covers topics such as letting go, self-advocacy, communicating with health care professionals, adolescent sexuality, and paying for health care. Available from PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417, (612) 827-2966 (Voice and TDD).

"Supported Employment: A Step by Step Guide." (1992).

By Cathleen Urbaine, Supported Employment Project Coordinator at PACER Center. This booklet was designed to help persons with disabilities and their families obtain or improve supported employment by explaining how the adult service system works, describing some current "best practices," giving tips to help individuals access supported employment, and suggesting ways to help bring supported employment into a community. Available from PACER Center, 4826 Chicago Avenue S, Minneapolis, MN 55417-1098, (612) 827-2966 (Voice and TDD).

"Teaching the Possibilities: Home Living Resource Guide for Transition Planning." (1990).

This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students with disabilities as they prepare for future living environments. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

"Teaching the Possibilities: Identifying Individual Transition Needs." (1993).

This resource guide for transition planning was developed to assist special education teachers as they assess individual students' transition needs. It includes a description of the transition assessment process, a list of assessment instruments in the five transition planning areas, and several future planning surveys to be used with parents and students. All secondary special education teachers could benefit from this resource. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

"Teaching the Possibilities: Jobs and Job Training Resource Guide for Transition Planning." (1991).

This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for future employment. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

"Teaching the Possibilities: Postsecondary Education and Training Resource Guide for Transition Planning." (1992).

This guide contains resources and teaching tips to provide teachers and agency staff with a framework to address the needs of students as they prepare for post-secondary and life-long learning. Available through Minnesota Educational Services, 70 W. County Road B-2, Little Canada, MN 55117-1402, (612) 483-4442 or 1-800-652-9024.

"Teaching the Possibilities: Recreation and Leisure, and Community Participation guides will be available in 1994.

Transition Brochures. (1993).

Topics include: Special Education Services and Programs, County Social Services, Division of Rehabilitation Services, State Services for the Blind, Preparing for Adult Life (consumer-focused) and A Model of Interagency Collaboration (an overview of Minnesota's Transition Model). A complimentary copy is available from the Interagency Office on Transition Services, (612) 295-5660 or TTY/TDD (612) 297-2094. Multiple copies available from Minnesota Educational Services.

Transition From School to Adult Life: Models, Linkages, and Policy. (1992).

Edited by Rusch, F., Destefano, L., Chadsey-Rusch, J., Phelps, L., & Szymanski, E. This text provides a comprehensive look at transition, focusing on transition models, methods, issues and policies. Available from Sycamore Publishing Company, P.O. Box 133, Sycamore, IL 60178, (815) 756-5388.

Transition from School to Work for Persons with Disabilities. (1988).

Edited by D. Berkell and J. Brown. Key issues in transition planning are addressed, with a review of how current practices and trends affect students, professionals, and families. Available from Longman, Inc., 95 Church St., White Plains, NY, 10601, 1-800-447-2226.

"Transition Policy in Minnesota—A Glance Back, A Look Ahead." (1993).

This document is an outcome of a number of community forums conducted around the state as well as interviews with key stakeholders. Over 60 recommendations for service improvement are made at three areas of service delivery: individual, community and state. Copies of this report can be ordered by contacting the Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

"Transition Strategies that Work: Profiles of Successful High School Transition Programs." (1991).

This resource guide profiles 23 exemplary high school transition programs in Minnesota. It includes a description of each program's history, approach, ages served, transition planning areas emphasized, participant disabilities, and quality standards applied. Available from the Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

"What's Working: Transition In Minnesota."

A quarterly newsletter that contains ideas, strategies, and practices for Community Transition Interagency Committees in Minnesota. Available from the Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, (612) 624-4512.

COLORADO

Colorado Systems Change Transition Project

Presenter: Susan McAlonan

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OVERVIEW

Colorado Systems Change Transition Project

Purpose and Overview

The purpose of the Colorado Systems Change Transition Project is to create systems change at the state and local levels to improve the living and employment outcomes of youth entering adulthood. Every school district and community will be a part of this initiative over a five year period. The Project is in the third year and 95 school districts and their respective communities have been involved. The federal funding through the Department of Education is geared toward youth with disabilities, however, the practices developed are applicable to all youth including gifted students, potential dropouts, students at-risk, teen parents, typical students and students with discipline and behavior issues.

Project Features

Transition Planning: A student planning process is used to identify post-school outcomes and relate school instruction and experiences to attaining these goals. Areas addressed can include, Career; Education; Recreation/Leisure and Social/Interpersonal; Community/Living and others based on individual needs.

Business and Industry Partnership: The community becomes the classroom and business experts become teachers through school-based work experiences, job shadowing, mentorships, apprenticeships, community service learning internships, creation of school enterprises, teaching employment skills and providing information, support and advice to the project from the business perspective. This also fosters the business community's responsibility to the education system..

Interagency Coordination: Two levels of interagency teams, are found in each community. These teams include a variety of representatives including; the school system, community collage, job service center, mental health, JTPA, community health, juvenile justice system, youth services, social security, parents, business and industry, rehabilitation, community centered boards, social services, and other community organizations. The Local Interagency Transition Team coordinates services to students. The Transition Governing Board addresses restructuring and streamlining service delivery.

Curriculum and Instruction: Elementary, middle school/junior high and high school curriculum are available through this Project. These materials provide activities and lesson plans designed to support all students make a successful transition from school to work and adult life. The contents include, career awareness, exploration and preparation; living skills; community experiences and self awareness and esteem.

Student Centered Learning: Teaching students to be self-determined, utilizing resources effectively, making decisions and becoming critical thinkers is a focal point of this Project. Best practices and activities have been developed to support students in this effort.

Parent and Family Outreach: Training and materials are available to parents and families. Families can learn how to effectively support their son or daughter in the transition process starting as early as elementary school through identifying strengths, knowing community resources and providing activities that foster career development and independence at home and in the community

Local Implementation

Each school system participant receives a stipend to develop a school - community transition process. A three level system is created in each community.

1. School Transition Team: responsible for transition planning, curriculum and instruction.

2. The Local Interagency Transition Team: comprised of practitioner level agency staff, coordinates services to youth.

3. The Transition Governing Board: consisting of local agency directors, promote streamlining and restructuring of service delivery to improve services and use resources more effectively. Each group develops and implements an action plan related to specific transition outcomes and indicators. The plan is tailored to the unique needs of each local community. Project staff provides training and technical assistance to each group to insure continued implementation.

State Implementation:

The Colorado Systems Change Transition Project is co-administered by Colorado Department of Education and Rocky Mountain Resource and Training Institute. The state interagency steering committee including Colorado's education and human service agencies provides leadership at the state and local levels promoting the revitalization and restructuring of the service delivery system through policy development. The steering committee along with project staff, responds to identified local barriers, needs and service gaps. Committees and focus groups address issues that effect specific stakeholder of the Project.

Project Accomplishments

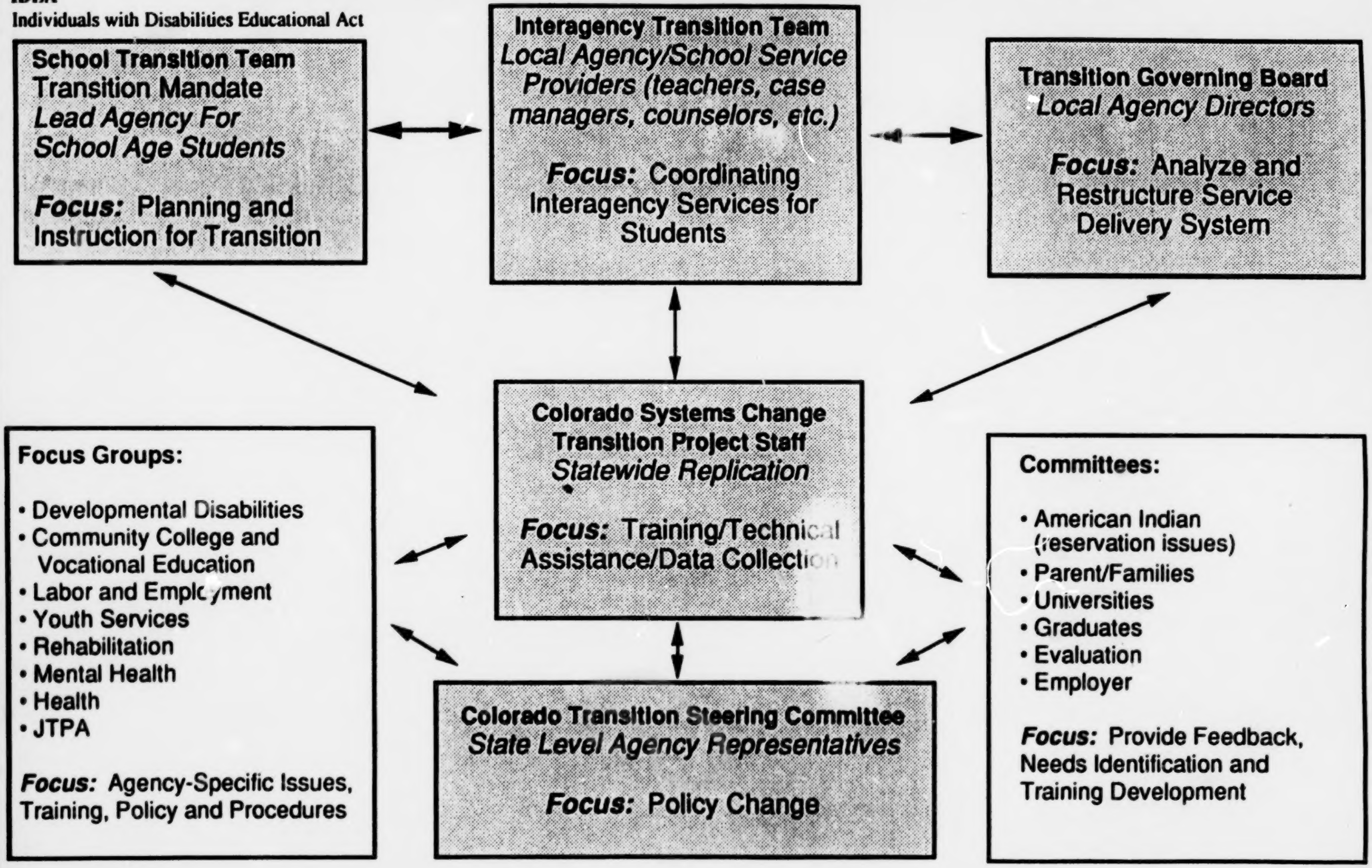
- Transition system in each school district and community by 1996.
    - Curriculum for elementary, middle school/junior high and high schools.
    - State and local interagency agreements, coordination, collaboration and resource pooling.
    - Business and industry collaboration for instruction, planning and development.
    - Student centered learning and family information and training.
    - Policy development, recommendations and evaluation data.

Conclusion

The Colorado Systems Change Transition Project provides a wealth of resources to the state of Colorado. With a rich history of transition and school-to-work initiatives over the past eight years, the best practices, data and resources can be used to implement the School-to-Work Opportunities Act and other Colorado transition initiatives, as well as be a viable contributor to effective school reform.

COLORADO
SYSTEMS CHANGE TRANSITION PROJECT

IDEA
Individuals with Disabilities Educational Act



School Transition Team
Transition Mandate
Lead Agency For
School Age Students

Focus: Planning and Instruction for Transition

Interagency Transition Team
Local Agency/School Service Providers (teachers, case managers, counselors, etc.)

Focus: Coordinating Interagency Services for Students

Transition Governing Board
Local Agency Directors

Focus: Analyze and Restructure Service Delivery System

Focus Groups:

- Developmental Disabilities
- Community College and Vocational Education
- Labor and Employment
- Youth Services
- Rehabilitation
- Mental Health
- Health
- JTPA

Focus: Agency-Specific Issues, Training, Policy and Procedures

Colorado Systems Change Transition Project Staff
Statewide Replication

Focus: Training/Technical Assistance/Data Collection

Committees:

- American Indian (reservation issues)
- Parent/Families
- Universities
- Graduates
- Evaluation
- Employer

Focus: Provide Feedback, Needs Identification and Training Development

Colorado Transition Steering Committee
State Level Agency Representatives

Focus: Policy Change

COLORADO SYSTEMS CHANGE TRANSITION PROJECT

School-to-work transition is a major focal point in the discussion of school reform. The Colorado Systems Change Transition project provides a long history of involvement, leadership and best practices in the area of transition. 1991, Colorado Department of Education and Rocky Mountain Resource and Training Institute received a five-year grant from the Department of Education to replicated statewide the "best practices" identified through prior transition-related projects including the State Interagency Transition Pilot Project and the Colorado Student Data Tracking System administered through Rocky Mountain Resource and Training Institute, as well as other transition projects developed through the Colorado Department of Education and local school districts. This latest effort, known as the Colorado Systems Change Transition Project, is designed to assist all local educational agencies and communities throughout Colorado in the implementation transition services. While this project focus on students with disabilities the structure, practices and programming is appropriate for all youth.

The general purpose of the grant is systems change by empowering local communities to provide transition planning and to enhance service options for youth transitioning from school to adult life. This is accomplished through a multi-level, interactive structure in each school district, community and at the state level consisting of:

School Transition Teams, incorporate transition planning instruction and student/family decision making into the special education and school process.

Local Interagency Transition Teams, and interagency group of local service providers, parents/family members, public school personnel, and others, who coordinate the planning and implementation of transition services to youth, including the establishment of referral procedures among agencies.

Transition Governing Boards, a problem-solving body of administrators from public schools and adult agencies, parents/family members, employers, and others who support and evaluate local transition services and respond to issues of service configuration.

Steering Committee, representatives from each state agency involved in the Transition Project provide support to their local service providers, disseminate best practices within their agency and implement policy and systems change on a statewide basis.

Focus Groups, agency specific task forces coordinated by the steering committee representative and project staff to address unique training, policy and procedures issues in relationship to transition.

Committees, issue specific task forces coordinated by steering committee representatives and project staff to provide feedback, identify needs and develop training in relationship to transition.

The Colorado Systems Change Transition Project is co-administered and co-staffed by the Rocky Mountain Resource and Training Institute, RMRTI, and the Colorado Department of Education, For additional information on this project, please contact Sandy Thomson, RMRTI, (303) 420-2942 or Susan McAlonan, Colorado Department of Education, (303) 866-6694.

TRANSITION PLANNING

TRANSITION PLANNING

1. Outcomes - Projected future transition results for student beyond school.
2. Strengths - Natural areas of excellence and/or compensatory strategies.
3. Needs - Essential areas for improvement and/or support.
4. Annual Goals - Broad directives in planning yearly for student outcomes.
5. Short-term Objectives - The specific activities identified to accomplish annual goals that support outcomes.
6. Modifications - Accommodations for student's disability (IDEA).
7. Services - Responsibilities; nature, duration, scope, intensity.

Outcomes:	Strengths:	Needs:	Annual Goals:	Short-term Objectives:	Modifications:	Services:
Projects post-school outcomes in the domains of education, careers, rec-leisure, community, residential, social-interpersonal, other	Identification of aptitudes, abilities or compensatory strategies that support transition outcomes.	Identification of essential elements that require improvement and/or support-shapes focus of goals.	From 9th - 12th grade the goals address identified needs and progressively build toward the transition outcome.	Short-term activities utilizing student strengths to accomplish student goals, measured by performance.	These are the conditions the educator provides to support students in accomplishing their objectives.	These include the nature, scope, duration and intensity of services provided by school or program.
Examples	Examples	Examples	Examples	Examples	Examples	Examples
Education Graduation, Improved Academics, Post-Sec./Training Career Competitive Employment, Supported Employment, Career Planning Community/Res Indep. Living, Transportation made access. for med/legal system Social Interpers/Rec/Leisure Identified support system, Rec/leisure options, Independent access	Positive attitude Current Work experience Does well with repetitive tasks Friendly Demonstrates knowledge best with hands-on activities Enjoys people	Compensatory strategies Organizational skills Social skills Expressive language Reading/writing	1. Given a repetitive structure, the student will demonstrate organizational skills necessary for completion of reg. ed classes. 2. Given knowledge of learning style strengths and limitations, the student will demonstrate compensatory strategies for use on the job and in the classroom.	1. Student will complete an organized notebook with assignments listed daily as check by teacher. 2. Student will review a videotape of himself at his current work station and identify areas of strength and weakness and write a list of corresponding alternative behaviors.	Teacher gives assignments written on board extended time for writing oral vs. written responses opportunity for performance-based demonstrations employer gives extra time for tasks Repetition of instructions	Reg classroom Job site Consultive services Local school and community Beginning date Ending date How often services provided

TRANSITION PLAN

Education
Post-School Outcome Post Secondary Education

Strengths	*Needs*	*Annual Goal(s)*	*Short-Term Objectives*	*Modifications*	*Services*	*Person Responsible*
Motivated toward higher-paying jobs	• College information • Communication skills • Improve organization skills • Computer skills	Organizational study skills useful in post-secondary training	• Keep assignment notebook checked by teacher 3x per week • Outline text information checked by classroom teacher weekly • Keep organized notebook checked weekly by classroom teacher • Identify cue words in teacher directions 5 out of 5 times	• opportunities to have material presented visually • Sit in front of room • Daily classroom calendar • Provide visual cues for deviations in environment of classroom	• Duration academic semester Jan. thru June • In regular classroom 1 time per week for 1/4 hr. • In resource room classroom 1 time per week for 1/4 hr.	• Teacher • Fred

Career/Employment
Post-School Outcome Career in Financial Institution

Strengths	*Needs*	*Annual Goal(s)*	*Short-Term Objectives*	*Modifications*	*Services*	*Person Responsible*
• Very presentable • Motivated to work	• Information about agencies • Job acquisition skills • Part-time employment	Explore careers which match interest and ability	• Experience 3 job shadows • Rank careers described by guest speakers 3 out of 3 times • Develop a list of interests based on inventories • Interview employers 3 times	• Release time to job shadow • Credit applied to community experience • Use of videotaping to practice interviews	• Duration for nine week period Jan. thru April • In resource room, 1 hr per week • In community, 1 hr per week	• Fred • Teacher • Dad • Employers

WHAT IS THE STUDENT'S ROLE IN THE TRANSITION PROCESS?

The most important person in the transition process is the student. Never lose sight of whose life you are assisting in planning for. None of us would tolerate a group of people planning for us without our input and leadership. Never assume it is any different for a person with a disability. Planning for transition is not something that is "done to" a student, but rather, a method for assisting an individual reach his or her goals for adult living through developing a system of supports. The student should be the focal point of the process and included in each step. Ways to make this process meaningful to students include;

> *"I was scared about calling employers and talking to adults, but my teacher taught me what to say and gave me time to practice... Now I talk to adults all the time."*

- ☐ Include a graduate of the school's special education program when developing the transition planning process.
- ☐ Always have the student attend his/her transition planning meeting.
- ☐ Include transition planning and related instruction in the school curriculum.
- ☐ Assist the student in identifying goals and dreams prior to the planning meeting.
- ☐ Direct as much of the plan development and questioning process to the student as possible.
- ☐ Have the student assume as much responsibility as possible in the before, during and after stages of the planning process.
- ☐ When possible, assign tasks identified on the transition plan to the student and offer to provide the necessary supports.
- ☐ Have the student make his or her own appointments, fill out forms and call for information as often as possible.
- ☐ Avoid activities that will increase the "learned helplessness" syndrome. Assist the student in developing as many independence skills as possible.

Remember:
It is critical to create as many opportunities for the student to learn self-advocacy skills, so ask, can I have the student do part or all of this task with modifications?

The student empowerment activity is located on page 205.

ACTIVITY 1: STUDENT EMPOWERMENT

Using the following examples, create some strategies for student empowerment. Include activities to assist students in accessing adult services, identifying their dreams, setting goals and stating needs.

☐ Develop student support groups with adult facilitators. Groups can discuss any issue from dating to job interviews. Ground rules and norms must be established for the group.

☐ Allow students to role play participating in the transition planning meeting.

☐ Plan a field trip(s) to local adult service agencies. Have students make all the necessary arrangements for the visit.

☐ Write scripts to gather information from employers about businesses, services provided, skills needed, benefits available to employers. Students can practice obtaining information over the phone and/or in personal interviews.

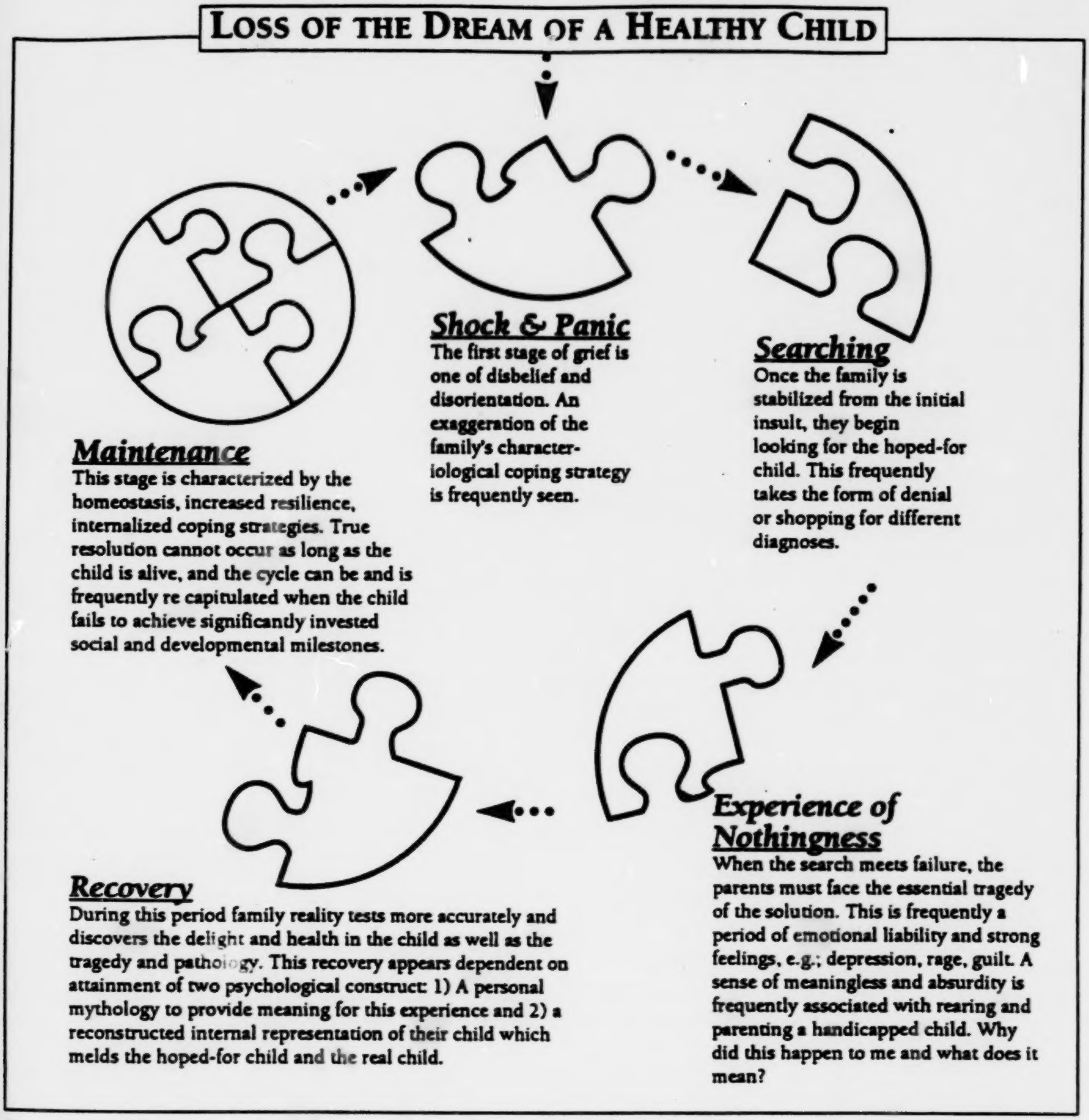
☐ Have students identify an issue within the school community that they would like to impact, such as too much trash around school. Generate an action plan to effect the desired outcome. Within the plan students should address what needs to be done, who can help, who will be responsible to carry out steps. In carrying out a plan, students will become aware that they can effect change by taking a series of steps toward outcome.

☐ Assist students in identifying their learning styles. Allow students to brainstorm ways to match their learning style with class content.

PARENT AND FAMILY INVOLVEMENT

HOW DOES THE GRIEF CYCLE IMPACT FAMILIES?

LOSS OF THE DREAM OF A HEALTHY CHILD



Shock & Panic

The first stage of grief is one of disbelief and disorientation. An exaggeration of the family's characteriological coping strategy is frequently seen.

Searching

Once the family is stabilized from the initial insult, they begin looking for the hoped-for child. This frequently takes the form of denial or shopping for different diagnoses.

Experience of Nothingness

When the search meets failure, the parents must face the essential tragedy of the solution. This is frequently a period of emotional liability and strong feelings, e.g.; depression, rage, guilt. A sense of meaningless and absurdity is frequently associated with rearing and parenting a handicapped child. Why did this happen to me and what does it mean?

Recovery

During this period family reality tests more accurately and discovers the delight and health in the child as well as the tragedy and pathology. This recovery appears dependent on attainment of two psychological construct: 1) A personal mythology to provide meaning for this experience and 2) a reconstructed internal representation of their child which melds the hoped-for child and the real child.

Maintenance

This stage is characterized by the homeostasis, increased resilience, internalized coping strategies. True resolution cannot occur as long as the child is alive, and the cycle can be and is frequently re capitulated when the child fails to achieve significantly invested social and developmental milestones.

— **Dr. Gilbert M. Foley,** Psychologist-Director; Family Centered Resource Center;
3010 Saint Lawrence Avenue; Reading, PA 19606

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HOW CAN PARENT AND FAMILY PARTNERSHIP BE DEVELOPED?

Suggestions for family partnership:

☐ Include a parent or family member on the Interagency Transition Team.

☐ Have the family representative chair a sub-committee and function as a liaison for other families.

☐ Encourage the development of a buddy or support system in which parents attending a transition staffing can have a trained support person in attendance.

☐ Have parents or family members attend workshops that address transition and family issues.

☐ Host an agency/community resource fair.

☐ Rethink terminology used in correspondence and conversation with family members.

☐ Focus transition staffings and planning sessions on student strengths and emphasize preparation for the future.

☐ Develop and use a parent planning guide to assist families in preparing for transition meetings.

☐ Assign parents and family members tasks just like other members of the team.

☐ Maintain frequent and open communication with family members.

☐ Ask for feedback regarding transition efforts.

☐ Develop a resource guide which provides an overview of the nature and function of various community agencies.

☐ Maintain a mailing list to disseminate information about upcoming meetings, trainings and other events.

☐ Create a transition notebook containing pertinent information and providing a way for families to organize papers, forms, and other materials.

☐ Provide a financial stipend for family participation on the team.

Colorado NEXT STEPS: Planning For Employment

Contact Person
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(303) 866-6721

Location
Four to five workshops each year are held in a variety of locations throughout the state. 1992-93 workshops will be conducted in Denver, Steamboat Springs, Fort Collins and Colorado Springs.

Funding
94-142 discretionary funds.

Purpose
These 15 hour workshops are designed for parents, educators, and service providers of children with disabilities. The purpose of NEXT STEPS is to plan for student transition from school to work by exploring career education, community resources, and vocational options. An individualized career/life skills plan is developed during the training to be incorporated into the school program and home environment. Children of all ages and with all types of disabilities, mild to severe, are addressed. Regional teams of special educators and parents of children with handicaps deliver the training. University credit is available for participants.

CDE Involvement
- Provide financial support for workshop costs, materials, and trainers.
- Facilitate and coordinate training, team development, workshop expansion and evaluation.
- Disseminate results and outcomes of project.

Moving On: Transition from School to Adult Life

Contact Person

Barbara Palmer, Project Coordinator
Colorado Department of Education
Special Education Services
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6721

Location

Four Trainer of Trainers workshops were held in Colorado Springs, North Metro, South Metro and Grand Junction in the fall of 1991. Additional trainings will be scheduled as needed. The two and one-half hour replication workshops are being held locally.

Funding

Funding for the previous trainings was provided by a grant from the Developmental Disabilities Planning Council. Funding for further Trainer of Trainers will come from the Colorado Systems Change Transition Grant. Funding for local workshops is through school districts or BOCES.

Purpose

Moving On is a two and one-half hour awareness level transition training designed for parents, educators and services providers. The workshop is presented by a team made up of an educator, a parent, an adult agency representative and an adult with disabilities who has transitioned. Team members who attended the Trainer of Trainers workshops were designated by their Special Education Director.

CDE Involvement

- Facilitate and coordinate any further Trainer of Trainers workshops.
- Provide ongoing support and technical assistance to local teams.

CURRICULUM AND INSTRUCTION

TRANSITION CHECKLIST FOR TEACHERS

I. **Assessment**: This section refers to formal and informal functional procedures to help determine a students interests, skills, abilities and needs in various life skills areas such as job behaviors, social skills, daily living skills and community acquisition skills.

- ☐ Community Based Assessment of Student Needs & Behavior in vocational, educational, recreational and community environments. These can be anecdotal recordings or checklists of behaviors in real environments.
- ☐ Parent Assessment of Transition Inventory: This can include parent questionnaire or checklists. Parents have the opportunity to describe their child's functioning in a variety of environments as well as target areas where support may be needed.
- ☐ Student Transition Inventory: This can be a questionnaire, interview or checklist. Student describes his own functioning in a variety of environments as well as identify areas where support is needed.
- ☐ Work Crews: Small teams of students going out into the community to perform some job task. Teacher or assistant accompanies them and reports about performance of individuals.
- ☐ Job Shadows: Students spend a few days or weeks with an employer. Employer returns a student evaluation to school.
- ☐ Job Coaching: Adult acting as a coach on a job site can provide important feedback on student skills and needs.

II **Process:** This section refers to the activities which occur before, during and after a transition staffing which will insure appropriate planning, writing and implementation of the Individualized Educational Transition Plan.

- ☐ Transition Coordinator Position: This person oversees process for all students. Works with teachers and support people to develop Individualized Educational Transition Plan staffing schedules, maintain communication between agency personnel and school personnel and coordinates implementation of individual Transition plans as needed.
- ☐ Self-Advocacy for Students: Philosophical shift from enabling students to allowing students to implement their own life plan.
- ☐ Student Attends Individualized Educational Transition Planning Meetings

A. Process: Before Meeting

- ☐ Thorough assessment both formal and informal of student and parents and teachers.
- ☐ Regular staff meetings to discuss transition needs of students and referral to agencies.
- ☐ Parent notification and preparation for meeting.
- ☐ Agency notification of staffing - when it is appropriate to invite agency personnel, letters of notification need to be sent out in a timely manner.

B. Process: During Meeting

- ☐ IEP process is shifted to focusing on student strengths and transition planning.
- ☐ Transition plan is developed from student and parent assessments.
- ☐ Student and family guide Transition Planning process.
- ☐ Agency involvement is evident at Transition Planning meeting.
- ☐ Format of meeting becomes a facilitated discussion rather than a reading of reports.
- ☐ Post-school transition outcomes influence goals and objectives.
- ☐ Contract sheet is developed listing steps for implementing plan and giving everyone in attendance a responsibility for specific tasks.
- ☐ Staff evaluates process after meeting to determine degree of student centeredness achieved.

C. Process: After Meeting

- ☐ Transition Coordinator and Special Education Case Manager coordinate implementation of plan.
- ☐ Ongoing formal and informal communication with staff, agencies student and families occurs.
- ☐ Empower students to maximum extent to implement their own Transition Plan.
- ☐ Refocus curriculum to foster and support transition.
- ☐ Transition plan is a working document and drives curriculum and student activities.

III . **Self Advocacy**: This section refers to activities and programs which teach students responsibility and empowers students to direct their lives and establish goals.

☐ Student Support Groups: Groups of students who meet on a regular basis to discuss issues of concern for them such as "how to ask a girl out on a date"; "how to call for a job interview" etc.

☐ Teaching Test Taking Skills: Conscious teaching of the types of skills necessary to take standardized tests such as ASVAB (military entrance exam) and SAT.

☐ Student Learning Styles - Teaching intra-cognitive skills necessary to understand the condition which enable them to learn best.

☐ Educating students about rights during IETP process, what are the rights and privileges of students in special education?

☐ School stores or businesses - Establish student run small businesses in the school/community to support the acquisition of work skills and behavior.

☐ Job portfolios: Contains applications, resume, letters of recommendation, past work experience, skills, interests of student.

☐ Business Mentorship programs: Matching individual students with community business people.

☐ Activities that promote student empowerment - student government, class jobs, mock courtrooms, mini-economies/societies, etc.

☐ Recreation/Leisure resource guide: Have students review the community and list possibilities for recreation/leisure.

☐ Friendship groups: Establish groups of students with typical needs and special needs for the purpose of getting to know each other and to share in common interests.

☐ Peer tutoring: Matching students with special needs with general education students for academic tutoring.

☐ Transition Game: - allows a group of students to assist one student in problem solving his transition issues. (Described in Transition Issues Curriculum)

IV. **Curriculum**: This section refers to the types of teaching activities that will assist in preparing students for life after high school.

☐ Community Resource List - People available to address classes and provide job shadow experience.

☐ Video Taping - Use of videotaping to allow students to assess their behavior in vocational, educational, community and recreational environments.

☐ Community Access - Teaching skills in the community.

☐ Affective Skills Class - class which teaches social skills in a variety of domains.

☐ Transportation - Teaching access to the local public transportation system and availability of drivers education.

☐ Social Security - Teaching students about social security and SSI benefits.

☐ Citizenship - Teaching students about citizenship privileges and responsibilities such as how to vote.

☐ Career Development - classes and activities designed to assest students in awareness, exploration and career preparation.

☐ Housing - Teaching students about housing including HUD and Section 8.

☐ Home Economics - Instruction in basic home economics - preparing meals and clothing care.

☐ Functional Curriculum - The basic of academic curriculum is to teach life skills and transition skills to students.

☐ Post secondary Education Options - Teaching students about financial aid available for post secondary training and how to access it.

☐ Health - Classes in sex education, AIDS education and community health organizations.

☐ Legal Identification of resources in community.

☐ Peer tutoring - General education students are matched with students with special needs to assist with academics.

☐ Job readiness - Classes are available to assist.

☐ Transition Issues Class - a class designed to assist students in preparing for and accessing community supports.

☐ Safety - Teaching safety and emergency procedures.

☐ Outcome Based Education - curriculum designed around measurable outcomes and competencies.

V. **Parent/Family:** This section refers to activities that will assist schools in involving parents/families in the Transition Process.

- ☐ Parent Trainings Content about adult services, transition, benefits, social security and pension plans. (such as the Moving On or Next Steps Workshops.)
- ☐ Parent Resources - a list describing adult services available in your community.
- ☐ Parent Support Groups - parent initiated groups which meet on a regular basis t support parents with their grief and frustrations in dealing with agencies.
- ☐ Parent - Evening meetings or resource fairs of community agencies.

VI **Interagency Relations:** This section discusses activities which will foster adult agency involvement with the school.

- ☐ Written Agency Procedural Agreements - Agreements which describe the agreed upon referral procedures between the school and adult service agency.
- ☐ Agency Contacts - A list available to teachers which describes the agencies and contact person in agency, including not-for-profit organizations.
- ☐ Team teaching of job competencies by schools and agency personnel.
- ☐ Ongoing Meetings - Regularly scheduled meetings for school personnel with adult service providers.
- ☐ Forms - Standardized referral forms across agencies.
- ☐ Group Intake Procedures - arranging a block of time to refer a group of students to any particular agency.
- ☐ Transition Planning - Corporate agencies are involved in the transition planning process.

SCHOOL/COMMUNITY COORDINATION

COLORADO SYSTEMS CHANGE TRANSITION PROJECT

IMPLEMENTING THE LOCAL TRANSITION PROCESS

SCHOOL TRANSITION TEAM OUTCOMES

Purpose: Planning and Instruction for Transition

1. Shift the special education process to focus on transition
2. Provide opportunities for parent and family education and empowerment
3. Refocus school program and curriculum to support transition and student empowerment
4. Provide vocational and community strategies to support the implementation of student transition plans
5. Demonstrate ongoing coordination among agencies, schools and communities

Activities (Examples):

- Develop transition planning format for IEP meetings
- Develop and use family and student transition assessments
- Hold parent/student support group meetings
- Infuse student empowerment activities into the curriculum
- Restructure curriculum to focus on transition
- Develop strategies so all students have community experiences
- Become familiar with all agency services
- Conduct training for families and students on transition

COLORADO SYSTEMS CHANGE TRANSITION PROJECT

IMPLEMENTING THE LOCAL TRANSITION PROCESS

LOCAL INTERAGENCY TRANSITION TEAM OUTCOMES

Purpose: Coordinating Interagency Services for Students

1. Functioning Local Interagency Transition Team
2. Provides opportunities for parent and family education and empowerment
3. Promotes student empowerment and self-determination
4. Coordinates transition services among agencies and with schools
5. Increases employment and living options for students with disabilities

Activities (Examples)

- Hold a resource fair for families and students
- Develop transition agreement between agencies and schools
- Develop and disseminate a resource directory
- Share resources to support a transitioning student
- Educate students, families and educators on agency services
- Present information to community service organizations
- Coordinate assessment information on students
- Try new service options for students in transition

COLORADO SYSTEMS CHANGE TRANSITION PROJECT

IMPLEMENTING THE LOCAL TRANSITION PROCESS

TRANSITION GOVERNING BOARD OUTCOMES

Purpose: Analyze and Restructure Service Delivery System

1. Establish a functioning Transition Governing Board
2. Increase access to business, industry and community resources
3. Develop intra/inter agency policies, procedures and practices that support transition
4. Restructure the configuration of services to effectively support transition
5. Provide continuing support to the Local Interagency Transition Team

Activities (Examples):

- Review all local office policies, procedures and practices to insure transition is a priority
- Hold public forums for input on services
- Consider single point entry system for services
- Develop common eligibility format for all agencies
- Provide community legislators information on transition
- Hold round table discussions with business community leaders
- Develop a marketing plan to inform business and the community on transition and persons with disabilities
- Consider reallocation of resources among agencies to support transition
- Create new services (service gaps)

COLORADO SYSTEMS CHANGE TRANSITION PROJECT

Implementing The Local Transition Process

SCHOOL TRANSITION TEAM OUTCOMES

1. Shift the special education process to focus on transition
2. Provide opportunities for parent and family education and empowerment
3. Refocus school program and curriculum to support transition and student empowerment
4. Provide vocational and community strategies to support the implementation of student transition plans
5. Demonstrate ongoing coordination among agencies, schools and communities

OUTCOME INDICATORS FOR SCHOOL TRANSITION TEAMS

1. OUTCOME-Shift the Special Education Process to Focus on Transition

____ Demonstrates system to assess student, parent transition goals
Colorado Transition Manual - page 85, pages 96-98, pages 99-105

____ Demonstrate process for notification of agencies
Colorado Transition Manual - Page 86, 109, 117-118

____ Demonstrates process to prepare students and parents for IETP meeting
Colorado Transition Manual - page 85, 192-193, 198-199

____ All IEP meetings reflect the shift in focus to Transition Planning and become IETP meetings. *Colorado Transition.Manual - pages 65-67, 73-70,.85-92*

____ Student attends IETP and all applicable domains are addressed
Colorado Transition Manual - pages 112-116

____ A process exists for students to practice empowerment skills at IETP meetings
Colorado Transition Manual - pages 92, page 128 #2

____ Transition plans are completed for each student with a disability-
Colorado Transition Manual - page 10; IDEA

____ Agency representation is included in planning and implementation
Colorado Transition Manual - pages 64,131-138, 143-185

____ Implementation of transition plan is shared among professionals, students , and parents. *Colorado Transition Manual - pages 91-92,119,127-128*

2. OUTCOME - Provide Opportunities For Parent and Family Education and Empowerment

____ A parent/family member attends and participates in the transition planning process
Colorado Transition Manual - *page 85*

____ Parent/Family assessment form available and used consistently
Colorado Transition Manual - *pages 96-98 and form section*

____ A forum exists to educate parents/families on the transition planning process-
Colorado Transition Manual - *page 200*

____ A forum exists to educate parents about accessing adult/community service agencies.
Colorado Transition Manual - *pages 201,202*

____ Information and materials are disseminated to parents/families on transition.
Colorado Transition Manual - *pages 208-211*

____ Parents are given responsibilities for transition implementation
Colorado Transition Manual - *page 113*

____ Parental resources are utilized in doing transition planning
Colorado Transition Manual - *pages 198-199,193*

____ Parents receive a copy of the IETP

3. OUTCOME - Refocus School And Curriculum to Support Transition and Student Empowerment

____ Students attend and participate to maximum extent possible in IETP meetings
Colorado Transition Manual - *page 192*

____ Academics are related and applied to real life and transition goals of students
Colorado Transition Manual - *pages 114-116 and* *Transition Issues Curriculum*

____ Activities are available within the curriculum that teach self direction, self evaluation
and school /community participation *Colorado Transition Manual* - *page 205*

____ Activities are available within the curriculum that promote self knowledge
Colorado Transition Manual - *pages 106,107,108,99-104*

____ Activities are available within the curriculum which promote empowering students to conduct their own IEP *Self-Directed IEP - University of Colorado, Colorado Springs*

____ Transition Issues Curriculum is being utilized

____ Students are enrolled in general education classes which support transition *Colorado Transition Manual - page 81*

____ Study skills and learning strategies are taught as part of the curriculum

____ Alternative forms of assessments, such as portfolios are used.

____ Opportunities exist which allow students to peer tutor and act as role models for each other

____ Students are taught about the Social Security System *Graduating to Independence - Social Security System*

____ Career Development is infused in Elementary & Middle Curriculum *Connections Curriculum*

4. OUTCOME: Provide Vocational and Community Strategies to Support the Implementation of Student Transition Plans

____ Functional Career Assessment is available for all students *Colorado Transition Manual pages 107, 108*

____ Career Development activities are available to students including career awareness, exploration and planning *Transition Issues Curriculum*

____ A range of employment options, supportive and competitive is available to students.- *Colorado Transition Manual - Career Objectives, page 114*

____ Job Portfolios are developed for students to assist in securing employment

____ Community experiences are available to all students eligible for transition services objectives *Colorado Transition Manual - pages 114-116*

____ Job skills and job behaviors are taught and practiced in real settings
Transition Issues Curriculum

____ Career Planning and Counseling services are available to students
Transition Issues Curriculum

____ Living skills are taught in classroom and real settings
Transition Issues Curriculum

____ Post Secondary Planning and Counseling services are available to students
Colorado Options Handbook

5. OUTCOME - Demonstrate Ongoing Coordination Among Schools, Agencies and Communities

____ Transition agreements have been developed between schools and community agencies *Colorado Transition Manual - page 186,187-190*

____ Training and technical assistance resources are open between schools and agency personnel *Colorado Transition Manual*

____ A process exists for Transition Coordination and the Implementation of the IETP Plan
Colorado Transition Manual - pages 68, 80,113

____ A representative from the school team sits on the Interagency Team

____ School staff members have an awareness level knowledge of agencies that provide transition support *Colorado Transition Manual - pages 147-176*

____ A system is in place for referring all eligible students to the Social Security System
Colorado Transition Manual - pages 176-180

____ A system has been established for referring all eligible students to appropriate agencies. *Colorado Transition Manual pages 134-140.*

____ A system exists to empower students to take the lead in requesting services from agencies *Transition Issues Curriculum*

COLORADO SYSTEMS CHANGE TRANSITION PROJECT

Implementing The Local Transition Process

SCHOOL TRANSITION TEAM OUTCOMES

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FOR SCHOOL TRANSITION TEAMS

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COLORADO SYSTEMS CHANGE TRANSITION PROJECT

Implementing The Transition Governing Board

TRANSITION GOVERNING BOARD OUTCOMES

1. Establish a functioning Transition Governing Board
2. Increase access to business, industry and community resources
3. Restructure the configuration of services to effectively support transition
4. Develop intra/inter agency policies, procedures and practices that support transition
5. Provide continuing support to the Local Interagency Transition Team

OUTCOME INDICATORS FOR TRANSITION GOVERNING BOARD

1. OUTCOME Establish a functioning Transition Governing Board

___ Insure recruitment of all relevant representatives including agencies/organizations within the public and private sector, employers, business organizations and family members.

___ Establish chairperson, record keeping, communication and ground rules to insure continuing operation of team

___ Establish liaison with Local Interagency Transition Team

___ Develop mission statement

___ Implement an action plan addressing Governing Board outcomes

___ Conduct ongoing meetings and continue to set agenda

___ Report on yearly outcomes/accomplishments

2. OUTCOME Increase access to business, industry and community resources

___ Identify barriers to business/community access

___ Implement a system to inform and educate business and community leaders concerning transitioning youth

___ Establish linkages with the local employer community

___ Access and utilize local labor market trends to reconfigure the service delivery system

___ Recommend strategies to business and community leaders to improve access and participation of transitioning youth

3. OUTCOME Restructure the configuration of services to effectively support transition

___ Identify and evaluate needs, resource gaps, duplication of services and under/unserved populations

___ Identify and evaluate systems barriers to effective use of resources across agencies

___ Evaluate current systems for consumer empowerment/choice provision and user friendly services

___ Develop a model for streamlining and reconfiguring service delivery based on evaluation information

___ Develop strategies for pooling resources

___ Redistribute personnel to support new service delivery system

___ Pilot strategies/initiatives of reconfigured service delivery system

___ Evaluate service delivery changes for effectiveness

4. OUTCOME Develop intra/inter agency policies, procedures and practices that support transition

___ Evaluate policies, procedures and agency practices to determine effectiveness in supporting transition

___ Establish service provision agreements between agencies and organizations within the community

___ Change local policies, procedures and practices based on evaluation information

___ Make recommendations to state level decision makers regarding policies and procedures effecting youth with disabilities

___ Develop a method to inform and interact with legislators

___ Develop strategies to fund continuing transition efforts in the community

5. OUTCOME Provide continuing support to the Local Interagency Transition Team

___ Make participation on the Local Interagency Transition Team an agency priority

___ Insure ongoing participation of LTT/TGB liaison

___ Support Local Interagency Transition Team in networking and gaining access to information

___ Support local Interagency Transition Team efforts to establish/develop transition agreements between agencies and the school system

___ Serve as a problem solving body to address issues/concerns that emerge from the Local Interagency Transition Team

___ Incorporate Local Interagency Transition Team concerns, ideas and recommendations for developing service delivery configuration, policies, procedures and practices

RESOURCES

TRANSITION RESOURCE MATERIALS

COLORADO STATE UNIVERSITY
COLORADO DEPARTMENT OF EDUCATION
COLORADO SYSTEMS CHANGE TRANSITION PROJECT

Colorado Transition Manual: Colorado Department of Education, 1992. 246 pages. Cost $25.00

The *Colorado Transition Manual* was developed to assist special educators and agency personnel in designing and implementing a transition process which is unique to their individual community. This manual includes content, resources and self-directed activities in the areas of team building, transition planning , adult and community agencies, student and family empowerment and understanding the nature of change. This manual guides transition teams through a formula to develop a unique transition process tailored to their own school and community issues and needs.

Learning Innovations in Colorado: Life Skills Activities K-12: Colorado Department of Education, 1989. 355 pages. Cost: $25.00

The *Learning Innovations Handbook*, created by Colorado educators, provides exciting ideas for infusing life skills instruction into the school curriculum. This publication offers a wide variety of practical learning experiences for elementary through high school-aged students in three broad categories: Career Development, Independent Living, and Personal Management. Activities are included in every section to be used in regular and special education classrooms and in programs designed for students at-risk.

Connections: A Transition Curriculum for Grades 3 through 6: Colorado Department of Education and Jefferson County Public Schools, 1993 Cost $25.00 **(available summer 1993)**

The *Connections Elementary Curriculum Guide* is an innovative educational program specifically designed for elementary ages students grades 3 through 6. Connections is a program designed to promote community work awareness and teaches necessary skills for future living. This program can be implemented in the resource room or regular classroom. This guide includes program design, classroom activities, worksheets and community activities all designed to assist students in developing career awareness, understand the correlation of academic skills and on-the-job performance, increasing self awareness and esteem.

WORLD Program: Working on Real Life Discoveries: Jefferson County Public Schools, 1987. 427 pages. Cost: $25.00

The *WORLD Program* curriculum provides functional academics and community career awareness and exploration activities for 7th - 9th-grade students at-risk and in special education. This curriculum provides a comprehensive scope and sequence of a 2-1/2-year program including daily lesson plans. The functional academic components address language arts, social studies, and careers. Selection and development of community visitations and job shadowing experiences are explained.

Transition Issues Curriculum: developed by Lisa Carter, Montezuma-Cortez High School, 1991. 166 pages. Cost: $20.00

The *Transition Issues Curriculum* is designed for 11th- and 12th-grade students in special education with mild/moderate needs (those typically served in resource rooms).This guide provides step-by-step lesson plans for a year-long course empowering students to plan their own transition from school to adult life. This community-focused approach includes units covering the following areas: Education; Career and Employment; Community and Residential; Legal and Medical; Recreation and Leisure; Social and Interpersonal.

Moving on: Planning for Transition From School To Adult Life Training Guide: PEAK Parent Center and Colorado Department of Education, 1991. Cost 10.00.

The *Moving On Training Guide* outlines a two - three hour awareness level workshop on transition for families and educators. This guide provides the script, training schedule, copies of hand -outs and over heads designed to assist a training team including a special educator, adult agency representative, parent and a person with a disability who has transitioned prepare and present this transition workshop.

ORDER FORM

Colorado Transition Manual: Colorado Department of Education, 1992. Cost $25.00 (this amount includes postage).

_____ **Number of copies**

Learning Innovations in Colorado: Life Skills Activities K-12: Colorado Department of Education, 1989. Cost: $25.00 (this amount includes postage).

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__________ **Total amount enclosed**

Mail to:

Fawn Milliken
209 Education Building
Colorado State University
Fort Collins, Colorado 80502
(303) 491-1843

STUDENT EMPOWERMENT

Community/Residential
Post-School Outcome Living Independently in Desired Lifestyles

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible
• Does not like being dependent • Good math skills	• Money management skills • Driver's license • Information about cost of living	Will explore housing options and become aware of costs	• Will contact and locate three housing areas by using the yellow pages • Will take three field trips to housing units • Interview one realtor	• Additional time • Visual cues in classroom and real environment	• Duration--nine week period April to June • In resource room, 1hr per week • In community, 1/2hr per week	• Fred • Parents • Teacher

Social/Interpersonal & Recreation/Leisure
Post-School Outcome Becoming a Member of a Health Club

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible
• Lifts weights regularly • Likes physical education	• Become aware of community athletic options • Become aware of costs involved	Explore community resources and identify one solo and one social activity matching his recreation interests	• Take two visits to city recreation department and health clubs • Talk to three coaches at high school • Make a ten-item list of recreational activities of interest	• Practice communications in real environments • Use alternative books • Peer mentorship	Duration: Three weeks--February with resource teacher in community 1 hr per week	• Fred • Parents

TRANSITION PLAN

Education
Post-School Outcome ____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Career/Employment
Post-School Outcome ____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Residential
Outcome ____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Social/Interpersonal & Recreation/Leisure
Post-School Outcome ____

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Other
Post-School Outcome ______________________________

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible

Other
Post-School Outcome ______________________________

Strengths	Needs	Annual Goal(s)	Short-Term Objectives	Modifications	Services	Person Responsible